ORTAÖĞRETİM

ENGLISH

GRADE 9

ÖĞRETMEN KILAVUZ KİTABI

Yazar
Nuray BAYRAKTAR

Millî Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının 28.11.2022 tarihli ve 95 sayılı (ekli listenin 49. sırasında) kurul kararıyla 2022 - 2023 öğretim yılından itibaren 5 (beş) yıl süreyle ders kitabı olarak kabul edilmiştir. Kurulca bu kitabın kabul edilmiş olması ders kitabından yayınevi ve yazarın/yazarların sorumluluğunu kaldırmaz.

ERKAD YAYINCILIK

ERKAD YAYINCILIK MATBAACILIK EĞİTİM TURİZM GIDA İNŞ. SAN. VE TİC. LTD. ŞTİ.
Örnek Mahallesi Örnek Caddesi No.: 75/A Altındağ/ANKARA
tel.: (0 312) 341 23 85 • belgeç: 341 23 84
www.erkadyayincilik.com.tr • bilgi@erkadyayincilik.com.tr

Editör

Mualla UYGUR

Dil Uzmanı

Pınar DEMİRERİDEN ÇALIŞ

Görsel Tasarımcı

Burcu GÜRCAN

Ölçme ve Değerlendirme Uzmanı

Burcu ÖZBEK

Program Geliştirme Uzmanı

Nadire DEMİR

Rehberlik Uzmanı

Raşide YILMAZ

Baskı

Özgün Matbaacılık San. Tic. AŞ - Ankara, 2024

Tel: 0(312) 645 19 10

Matbaa Sertifika No: 44327

ISBN

978-625-99162-0-0

Yayıncı Sertifikası No: 65395



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

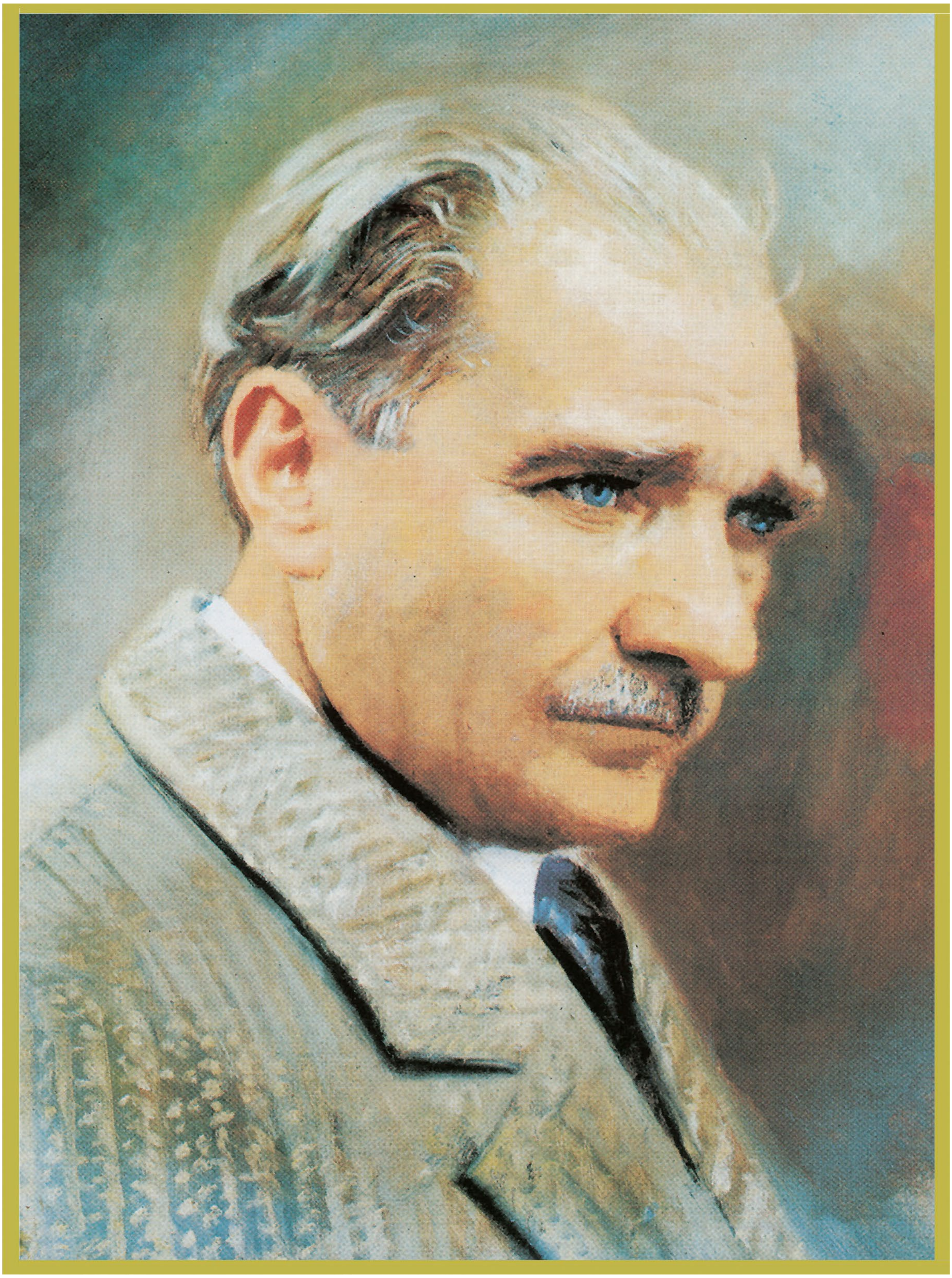
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

CONTENTS

TABLE OF CONTENTS

THEME 1: STUDYING ABROAD		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Meeting new people and introducing oneself and family members **2. Talking about possessions** **3. Asking for and giving directions** - Hello/Hey/What's up? - Hi, long time no see! - Great to see you again! - Hi, how are you? /Hi, how is it going? - Not bad. - Goodbye - Catch you later! - Who is this in the picture? - This is my… - Is it your schedule? - No, it isn't. / Yes, it is. Meet my friend Tom. You're……? - What do you do? / -What do you do for a living? - I'm a hairdresser. - Which languages can you speak? / Can you speak any English? - Excuse me! Is there a hospital around here? - Yes, first of all go straight ahead, take the second left… - How can I get to the library?	**Listening** E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities. **Pronunciation** E9.1.P1. Students will be able to recognize contracted forms of "am, is, are" and "have/has". **Speaking** E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. **Reading** E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/ countries. **Writing** E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).	Games/Fun Road Signs Postcards and Greeting Cards Maps Note Taking Spoken Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 2: MY ENVIRONMENT		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about locations of things **2. Asking about and describing neighborhood** **3. Making comparisons** - What do you have in your room/kitchen/classroom/ lounge/school? Is it a large or a small cellar? There aren't any sport facilities in our school. Do you live in a nice community? This store is cheaper than the previous one. Is there a nice mall in this neighborhood? The one in our neighborhood is the biggest in Ankara.	**Listening** E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. **Pronunciation** E9.2.P1. Students will be able to differentiate /ɪ/ and /i:/ sounds. Eg. sit /sɪt/ seat /si:t/ **Speaking** E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. **Reading** E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. **Writing** E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Türkiye. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.	Product Labels Brochures Discount Banners High-end Flea Market Songs Games Poster Advertisements Note taking Comparing Role play Information Gap Descriptive Text Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 3: MOVIES		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about likes/ dislikes, hobbies and free time activities **2. Expressing opinions** **3. Making preferences** **4. Asking about and telling the time and the date** **5. Inviting and refusing/accepting an invitation** I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday? -Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans. I think it was a great movie. I believe this is ….. I suppose…. I guess the actress won the Oscar last year…. If you ask me…. Personally, I think… Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials	**Listening** E9.3.L1. Students will be able to detect familiar words/ phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a recorded conversation about making invitations/ offers. **Pronunciation** E9.3.P1. Students will be able to differentiate /t/ sound from / θ / sound. Eg. ten /ten/ thin / θɪn/ **Speaking** E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. **Reading** E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. **Writing** E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.	Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 4: HUMAN IN NATURE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Describing daily routines **2. Talking about abilities** **3. Talking about frequencies of activities** I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes. -Once a week. Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.	**Listening** E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. **Pronunciation** E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/ **Speaking** E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. **Reading** E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. **Writing** E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.	Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 5: INSPIRATIONAL PEOPLE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking about and describing people's appearances and characters **2. Comparing characteristics and appearances** **3. Expressing opinions (Agreeing, disagreeing, etc…)** **4. Talking about current activities** Who inspires you most in Turkish history? What is s/he like? What does…look like? How old/tall/long…? What color……? She has got blonde/wavy hair / a purple headscarf. In the picture Claire's hair is shorter than Hanna's. Who is your favorite sportsman/ sportswoman? S/he is a born singer. He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. In my opinion… I totally disagree. / I'm afraid, I disagree… She is getting ready for the shot. Is the producer working on a new film? The famous football player is visiting charity organizations for the refugees now.	**Listening** E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text. **Pronunciation** E9.5.P1. Students will be able to practice /ŋ / sound. Eg. Bringing /brıŋıŋ/ **Speaking** E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures. **Reading** E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. **Writing** E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions. E9.5.W2. Students will be able to write a text describing their inspirational character.	TV/Radio/ Podcasts Magazine/Newspaper Games/Fun Comics Songs Videos Poem Note Taking Fan Letters Character Diaries Role Play Survey on Appearances at School Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 6: BRIDGING CULTURES

Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Asking about and describing cities **2. Identifying cultural differences** **3. Talking about travel and tourism** **4. Ordering food** Turkish people in general are very hospitable to visitors from other countries. Indian food is spicy, but it's not the same in Australia. What do you think about the social life in the States? People immigrate to…, because there are many job opportunities. What is the weather like in…? It is rainy almost everyday in England. Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you to visit/eat…in … What is the purpose of your visit? Please don't leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? -On Wednesday at 5.30. -What would you like to have? -I'd like to have/eat a steak and salad. -Would you like to drink something? -Lemonade, please! -What about you, madam?	**Listening** E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. **Pronunciation** E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ **Speaking** E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. **Reading** E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. **Writing** E9.6.W1. Students will be able to write a short message to leave at the reception desk for their parents. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	Announcements Newspaper Transportation Schedules Graphics/ Currency Charts Film Comics Maps Road Signs Expository Texts Note Taking Role Play Songs Surveying Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 7: WORLD HERITAGE		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Talking about past events **2. Making inquiries** **3. Asking and answering questions in an interview** Why did/was…? Who did/was…? What did/were….? Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember, s/he was… When the Egyptians built the Great Pyramid of Giza… Before Greeks decided to build… Firstly, they carried… Secondly, they decided on…	**Listening** E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview. **Pronunciation** E9.7.P1. Students will be able to sound natural producing "-ed" sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/. **Speaking** E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before. **Reading** E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. **Writing** E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.	Making Timeline Films Literary Texts (poem, story, etc.) Story Boards Summary Writing Oral Retelling Jigsaw Puzzle Compare and Contrast/Narrative Texts Repeating Role Play Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 8: EMERGENCY AND HEALTH PROBLEMS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking for and giving advice **2. Giving and understanding simple instructions in case of emergency** **3. Talking about something that has happened recently** **4. Expressing obligations and prohibitions** What should I do? In the event of an earthquake, you should take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. What causes the flu? You'd better take a long rest when you catch the flu. You should see a doctor when you have a high fever. If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly… -What are your symptoms? -I've got a rash on my hand. -Have you eaten anything allergic recently? -Your temperature is normal. -Open your mouth, please. I must see a dentist. You mustn't smoke in this area. Workers have to wear their helmets while working in this workplace.	**Listening** E9.8.L1. Students will be able to identify the most frequently used expressions about health problems. **Pronunciation** E9.8.P1. Students will be able to notice sentence intonation. Eg. Where is the nearest hospital? (falling intonation) Is that the new doctor? (rising intonation) **Speaking** E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need. E9.8.S2. Students will be able to ask for and give advice about health problems. E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life. **Reading** E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently. **Writing** E9.8.W1. Students will be able to prepare posters/ leaflet/brochures about safety and health at work.	TV Radio Newspaper Patient Information Leaflets (PILs) Songs/Chants Expository Texts Oral Retelling Spoken Presentation Advice Columns Brochures DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 9: INVITATIONS AND CELEBRATIONS		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Asking for and giving suggestions **2. Doing shopping** **3. Making requests** **4. Talking about future plans** **5. Making and answering phone calls** My family is going to throw a birthday party for me tomorrow. Would you like to join us? Would you like to join us for iftar this evening? Are you good at cooking? Can you help me? Have you got any…that I could borrow? Have you got time to prepare some…? Would you mind making a shopping list for the party? Do you mind if I use your car? -Let's go to the cafe, what do you think? -Let's do that/ I like that idea. -I'd rather not because… -Let's keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I'll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? -Do you have any …? / I'm looking for a…. -No, we don't sell them. -How will you pay? -I'll pay in cash/by credit card.	**Listening** E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping in a recorded text. **Pronunciation** E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). **Speaking** E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping. **Reading** E9.9.R1. Students will be able to find the supporting ideas in a text. **Writing** E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans.	Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 10: TELEVISION AND SOCIAL MEDIA		
Functions and Useful Language	**Language Skills and Learning Outcomes**	**Suggested Materials and Tasks**
1. Making predictions about the future **2. Asking for and giving opinion (agreement, disagreement, etc…)** **3. Interrupting someone in a conversation** **4. Gaining time in a conversation** - What do you think…?/ What is your idea …? - I think/In my opinion/ To me, we won't use television in the near future, because… - I don't think so./ No chance! / Never in a million years! That's for sure! /Absolutely! / I guess so! I'm not so sure about it. I couldn't agree more. / No way! I'd say exactly the opposite. No, I'm not so sure about that. That's not always the case. I think there is no point in sharing private photos in social media. You shouldn't rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt you. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.	**Listening** E9.10.L1. Students will be able to put the events in a TV broadcast in order. **Pronunciation** E9.10.P1. Students will be able to practice /d/ and /ð/ sounds. Eg. Day /deı/ They / ðeɪ / **Speaking** E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. **Reading** E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media. **Writing** E9.10.W1. Students will be able to write a comment on a topic via social media.	TV/Podcasts Magazine/Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Jigsaw Puzzle Note Taking Summary Writing Spoken Presentation Simple Discussion Poster Advertisements Persuasive Essays Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

INTRODUCTION

This book is a course for the 9th Grade students who have already learned some basic knowledge in English up to the 8th Grade English Program.

Student's book has been written to attract students' attention with interesting topics, daily language components, dialogues, design, photos and illustrations. There are ten themes in the course book. Each theme consists of four sections. Each section includes target objectives, vocabulary and language areas which are embodied in four skills (Listening, Speaking, Reading, Writing). Grammar teaching happens through skills. So the more students are exposed to skills the more they learn how to use the language.

Workbook has been designed parallel to the course book. We aim to practice the objectives, vocabulary and grammar in the course book and extend the learning with extra reading texts and puzzles. Workbook is recommended to be a self study material.

Teacher's book aims to guide teachers with detailed lesson plans and supplementary materials.

Theme 1

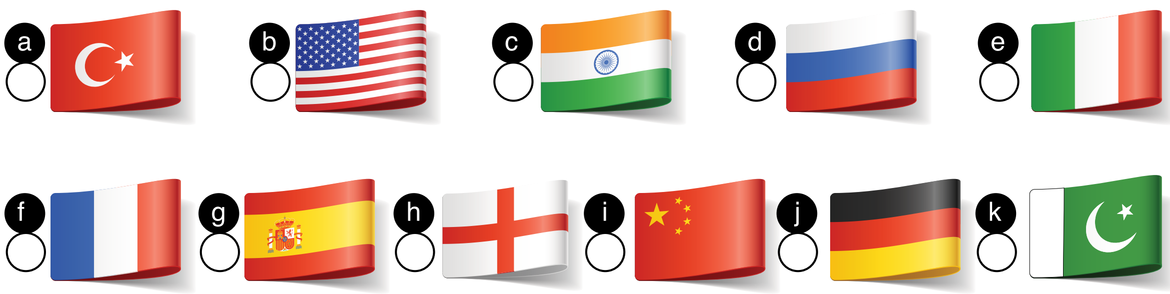
STUDYING ABROAD



Functions and Useful Language	Language Skills and Learning Outcomes
1. Meeting new people and introducing oneself and family members **2.** Talking about possessions **3.** Asking for and giving directions - Hello/Hey/What's up? - Hi, long time no see! - Great to see you again! - Hi, how are you?/Hi, how is it going? - Not bad. - Goodbye - Catch you later! - Who is this in the picture? - This is my… - Is it your schedule? - No, it isn't./Yes, it is. - Meet my friend Tom. - You're……? - What do you do?/What do you do for a living? - I'm a hairdresser. - Which languages can you speak?/Can you speak any English? - Excuse me! Is there a hospital around here? - Yes, first of all go straight ahead, take the second left… - How can I get to the library?	**Listening** E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L2. Students will be able to detect specific information about jobs/countries/nationalities. **Pronunciation** E9.1.P1. Students will be able to recognize contracted forms of "am, is, are" and "have/has". **Speaking** E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. **Reading** E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. **Writing** E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).

1 **Match the countries in the boxes with the flags. There is one extra flag.**

① Türkiye	② France	③ Italy	④ Germany	⑤ Spain
⑥ China	⑦ Russia	⑧ India	⑨ the USA	⑩ England



2 Track 1 **Listen to the recording and fill in the blanks with the languages spoken in each country.**

1. The USA ...English...
2. Türkiye ....
3. France ....
4. Italy ....
5. Germany ....
6. India ....
7. Russia ....
8. China ....
9. England ....
10. Spain ....

3 **Fill in the blanks in the table.**

Country	Nationality	Language
Türkiye	Turkish	Turkish
Germany	❶.........................	German
France	French	❷.........................
The USA	❸.........................	English
❹.........................	Japanese	Japanese
England	❺.........................	English
Spain	Spanish	❻.........................
Greece	❼.........................	Greek
❽.........................	Russian	Russian
Italy	❾.........................	Italian
❿.........................	Indian	Hindi

BET YOU KNOW THIS!

"Nationality" is the name that we use for people from the country. The name of the nationality and the name of the language are usually the same word.

1A NICE TO MEET YOU

1 Match the countries in the boxes with the flags.

In this activity, students work individually. Pay attention to the countries and the flags. They match the countries with their flags.

KEY				
a. 1	b. 9	c. 8	d. 7	e. 3
f. 2	g. 5	h. 10	i. 6	j. 4

2 Listen to the recording and fill in the blanks with the languages spoken in each country.

Track 7

In this activity, students are asked to listen to the recording. Draw attention to the languages and countries. They fill in the blanks with the languages spoken in each country. Then, they listen to the recording again and check their answers.

KEY				
1. English	3. French	5. German	7. Russian	9. English
2. Turkish	4. Italian	6. Hindi	8. Chinese	10. Spanish

3 Fill in the blanks in the table.

In this activity, students are asked to fill in the blanks in the table. Draw attention to the countries, the people and the languages.

KEY				
1. German	3. American	5. English	7. Greek	9. Italian
2. French	4. Japan	6. Spanish	8. Russia	10. India

TEACHER'S NOTES

....

....

....

....

....

4 **Fill in the blanks with the suitable words from section 3.**

e.g. Ankara is the capital of Türkiye.

1. The Eiffel Tower is in ....
2. Rice and Sushi are traditional .... foods.
3. People speak .... in Germany.
4. Sirtaki is a traditional .... dance.
5. The Statue of Liberty is in ....
6. Many .... people don't eat beef in India.

BET YOU KNOW THIS!

The most spoken languages in the world are:

- English
- Mandarin Chinese
- Hindi
- Spanish
- French
- Arabic

5 **Complete the sentences with the phrases below.**

what's up | languages | Japan | what about you | Japanese

1. I'm from Türkiye. .... Yoko?
2. My brother speaks two foreign ....
3. Tokyo is the capital city of ....
4. .... is very difficult but Alex can speak it.
5. ...., Tim? You look happy.

? *How often do you meet new people? Where do you usually meet new people?*

6 **Read the dialogue and fill in the blanks with the questions below.**

Where are you from | Which languages can you speak | Are you a new student here | What's your name

Max : Hello. I'm Max ❶...?
Hans : My name is Hans.
Max : Nice to meet you.
Hans : Nice to meet you, too.
Max : ❷...?
Hans : Yes, I am.
Max : ❸...?
Hans : I'm from Germany.
Max : How old are you?
Hans : I'm fourteen.
Max : ❹...?
Hans : German and Italian.
Max : Can you speak any English?
Hans : Just a little. I'm here to improve my English.
Max : Oh, I'm late for the bus. See you later.
Hans : See you later.



Track 2 **Listen to the recording and check your answers.**

4 Fill in the blanks with the suitable words from section 3.

In this activity, students read the sentences and fill in the blanks with the suitable words from 3rd section. First, they read the example given.

KEY		
1. France	3. German	5. the USA
2. Japanese	4. Greek	6. Indian

5 Complete the sentences with the phrases below.

In this activity, students are asked to complete the sentences with the suitable words and phrases given. Students work individually.

KEY		
1. What about you	3. Japan	5. What's up
2. languages	4. Japanese	

6 Read the dialogue and fill in the blanks with the questions below.

Ask your students to read the dialogue and fill in the blanks with the phrases given below. Then, they listen to the recording and check their answers.

KEY	
1. What's your name	3. Where are you from
2. Are you a new student here	4. Which languages can you speak

TEACHER'S NOTES
✎ ....

7 **Match the questions with the answers.**

1 Who is this?	a I'm from France.
2 What is this?	b I've got three brothers.
3 Where are you from?	c English and Italian.
4 When is your birthday?	d He is from Türkiye.
5 Which languages can you speak?	e Fine, thanks.
6 How are you?	f It's in May.
7 How old are you?	g I'm 14 years old.
8 How many brothers have you got?	h It's a pencil.
	i This is my friend, Tom.

Question Words
Who?
What?
Where?
When?
Which?
How?
How old?
How many?

8 **Work in pairs. Complete the questions with the correct question words. Look at the fact file, ask and answer the questions.**

Name	Age
Emma James	20
Country	
the USA	
Birthday	
29th October	
Languages:	
English & Italian	

1. .... is her name?
2. .... is she?
3. .... is she from?
4. .... is her birthday?
5. .... languages can she speak?

9 **Work in pairs. Ask questions to complete the fact file about your partner.**

Name	Age
....	....
Country	
....	
Birthday	
....	
Languages:	
....	

e.g.

What's your name?

My name is ....

10 **Look at the fact file in section 8. Write a paragraph about Emma's country, nationality, language and other personal details.**

Her name is Emma. ....

....

....

....

7 Match the questions with the answers.

Students read the questions and match them with the suitable answers. Then, they compare their answers with their classmates.

KEY			
1. i	3. a	5. c	7. g
2. h	4. f	6. e	8. b

8 Work in pairs. Complete the questions with the correct question words. Look at the fact file, ask and answer the questions.

The aim of this activity is to use the question words. Students work in pairs and ask and answer the questions about the fact file given.

KEY		
1. What	3. Where	5. Which
2. How old	4. When	

9 Work in pairs. Ask questions to complete the fact file about your partner.

In this activity, students work in pairs. They ask questions to their partners and complete the fact file about them.

KEY
Students' own answers

10 Look at the fact file in section 8. Write a paragraph about Emma's country, nationality, language and other personal details.

Students work individually. They look at the fact file in the section 8. Then, they write about Emma's country, nationality, language and the other personal details.

KEY
She is twenty years old. She is from the USA. She speaks English and Italian. Her birthday is in October.

Everyday English

Would you like to study abroad? Why/Why not?

11 **Read the dialogue and fill in the blanks with the phrases in the boxes.**

Catch you later	Not bad	Great to see	What's up	Nice to meet you	Long time

Chikao is a new student at a language school in England. Today, it is his first day there. He is making new friends.

Chikao : Hello!

Anna : Hi!

Chikao : My name is Chikao. What's your name?

Anna : ❶............................., Chikao. My name is Anna.

Chikao : Nice to meet you, too.

Anna : Oh, Gran is coming here. Hi Gran!
❷............................. no see!

Gran : Hey, Anna! ❸............................. you again!
❹.............................?

Anna : ❺............................., Gran. By the way, this is Chikao. He is a new student here.
Chikao, meet my friend, Gran.

Gran : Hi! I'm Gran. Nice to meet you, Chikao.

Chikao : Hello, Gran. Nice to meet you, too.

Gran : I must go now. ❻............................. .

Track 3 **Listen to the recording and check your answers.**

12 **Read the dialogue again and mark the sentences T(true) or F(false).**

☐ 1. Chikao is in an adventure camp in England.

☐ 2. Anna and Gran know each other.

☐ 3. They are in Italy on holiday.

☐ 4. Chikao is a new student at a language school.

☐ 5. They are at a language school in England.

Formal English
- How are you?
- I'm fine, thank you.
- I haven't seen you for a long time.
- See you later.

Informal English
- What's up?
- Not bad.
- Long time no see.
- Catch you later.

Act out the dialogue with your partners using the formal expressions.

11 Read the dialogue and fill in the blanks with the phrases in the boxes.

The aim of this activity is to teach students everyday English expressions they have already learned in a new context. Students read the dialogue and fill in the blanks with the phrases below. Then, they listen to the recording and check their answers.

KEY		
1. Nice to meet you	3. Great to see	5. Not bad
2. Long time	4. What's up	6. Catch you later

12 Read the dialogue again and mark the sentences T(true) or F(false).

In this activity, students read the dialogue again. Then, they read the sentences and mark them T(true) or F(false) according to the dialogue.

Then, they listen to the recording again and check their answers. After this activity, the students are asked to act out the dialogue with the formal expressions.

KEY		
1. F	3. F	5. T
2. T	4. T	

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

....

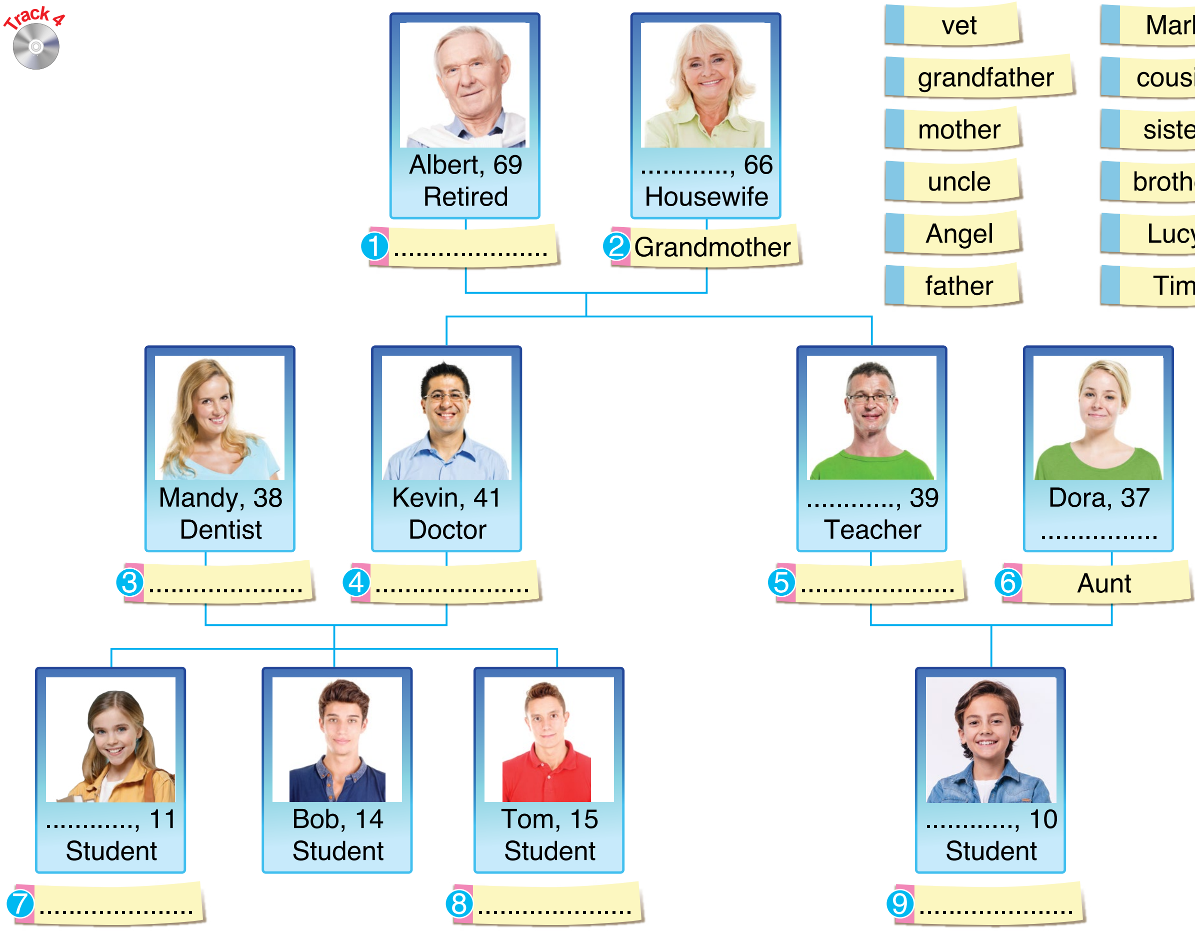
....

....

Do you have a big or a small family? How often do you visit your relatives?

1 Track 4 **Listen to the recording and complete Bob's family tree with the words below.**

vet	Mark
grandfather	cousin
mother	sister
uncle	brother
Angel	Lucy
father	Tim



2 **Complete the sentences according to Bob's family.**

1. Mandy is Bob's ....
2. Albert is Kevin's ....
3. Angel is Bob's ....
4. Dora is Angel's ....
5. Mark is Bob's ....
6. Tim is Bob's ....

3 **Choose a family member above and give information about him/her as in the example.**

e.g. Her name is Dora. She is 37 years old. She is a vet. She has got a son. His name is Mark.

....

....

4 **Introduce yourself and talk about your family.**

My name is .... I am .... years old. I am a/an .... My mother's name is .... She is .... years old. She is a/an .... My father's name is .... He is .... years old. He is a/an ....

possessive case

- singular noun + 's
  Bob's father
- plural irregular noun + 's
  The men's cars
- plural noun ending in -s + '
  The girls' bags.

1B MEET MY FAMILY

1 **Listen to the recording and complete Bob's family tree with the words below.**

Track 4

The aim of this activity is to listen and follow simple, slow and clear talks about themselves and their family members. Students listen to Bob and follow his speech carefully and fill in the blanks with the words and names given. Then, they listen to the recording again and check their answers.

KEY				
1. Grandfather	3. Mother	5. Tim, Uncle	7. Angel, Sister	9. Mark, Cousin
2. Lucy	4. Father	6. Vet	8. Brother	

2 **Complete the sentences according to Bob's family.**

Students work individually and complete the sentences according to Bob's family. Then, they listen to the recording and check their answers.

KEY		
1. mother	3. sister	5. cousin
2. father	4. aunt	6. uncle

3 **Choose a family member above and give information about him/her as in the example.**

Students choose a family member from the family tree and give information about him/her. They present their information in class.

KEY
Students' own answers

4 **Introduce yourself and talk about your family.**

Ask students to introduce themselves and talk about their families. Tell them to use the phrases given below.

KEY
Students' own answers

TEACHER'S NOTES
....
....
....
....

5 **a) Read the speech bubbles. Find two things that are important to each person.**



Hello, I'm Bob. What's important in my life? Well, I've got a new mobile phone. It's very important to me. It has got all my friends' phone numbers in it. What else? Well, I've got a great CD player. It's also important to me. I haven't got lots of CDs, but my friend, Ted is a musician and he's got hundreds!



Hi, I'm Albert. What things are important to me? Well, I've got a very old car. It's not fast, but it's important to my wife and me. My wife, Lucy hasn't got a car. We've got a very old DVD player. It's very important to us. We've got hundreds of DVDs. We like old films. The problem is, we haven't got a very good TV!

b) Read the speech bubbles again and mark the sentences T(true) or F(false).

- ☐ Bob's friend Ted is a basketball player.
- ☐ Bob's mobile phone is very old.
- ☐ Bob hasn't got lots of CDs.
- ☐ Albert has got a new car.
- ☐ Lucy is Albert's wife.
- ☐ Albert and Lucy haven't got a very good TV.

BET YOU KNOW THIS!

In Britain, people use "have got / has got" for possession.

I have got a new mobile phone.

In the USA, people use the verb "have" for possession.

I have a lot of relatives.

c) Work in pairs. Ask and answer questions about your rooms as in the examples below.

What have you got in your room?

I have got a bed in my room, but I haven't got a DVD player.

Is your room big / small / tidy / messy?

It's small and tidy.

d) Think of two things in your room that are important to you. Compare ideas in groups.

Pronunciation

6 **Listen and circle the word you hear in each sentence.**

Track 5

Affirmative	Negative
1. I **am** / (**I'm**) from England.	5. I **am not** / **I'm not** from Germany.
2. You'**re** / **are** a student.	6. You **aren't** / **are not** a doctor.
3. He'**s** / **is** at home.	7. He **isn't** / **is not** at school.
4. It'**s** / **is** rainy today.	8. We **aren't** / **are not** at the stadium.

5 **a) Read the speech bubbles. Find two things that are important to each person.**

Ask students to read the speech bubbles. Tell them to find two things that are important to each person.

KEY
Bob: mobile phone, CD player
Albert: old car, DVD player

b) Read the speech bubbles again and mark the sentences T(true) or F(false).

Ask students to read the speech bubbles again and mark the sentences T(true) or F(false).

KEY
F - F - T - F - T - T

c) Work in pairs. Ask and answer questions about your rooms as in the examples below.

Ask students to work in pairs. Tell them to ask and answer questions about their rooms as in the examples below.

KEY
Students' own answers

d) Think of two things in your room that are important to you. Compare ideas in groups.

Ask students to think of two things in their rooms that are important to them. Tell them to compare ideas in groups.

KEY
Students' own answers

Pronunciation

6 **Listen and circle the word you hear in each sentence.**

Track 5

Tell students to listen to the recording and circle the word, you hear in each sentence.

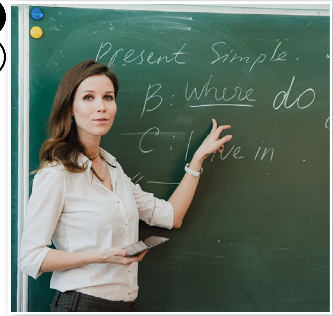
KEY			
1. I'm	3. He is	5. I'm	7. He isn't
2. You are	4. It's	6. You are not	8. We aren't

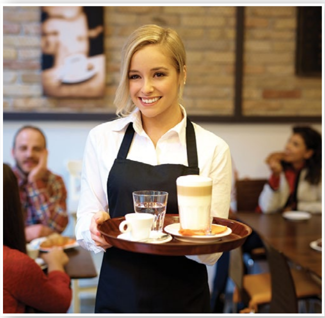
What do you want to be? Would you like to work abroad?

7 **Match the pictures with the jobs. There is one extra word.**

1 

2 

3 

4 

5 

6 

a teacher b waitress c doctor d waiter

e chef f engineer g plumber

8 **Complete the sentences with the words below.**

farmer **teacher** **singer**

actor **chef**

1. My mother likes teaching and she is a successful ....
2. The .... in this restaurant cooks well.
3. Mel Gibson is a handsome .... He acts well.
4. My uncle is a(n) .... He grows vegetables.
5. Tarkan is a very famous .... I love his songs.

7 Match the pictures with the jobs. There is one extra word.

In this activity, students are asked to look at the pictures and guess the professions of the people. Students work individually and match the pictures with the jobs given below. They compare their answers in class.

KEY		
1. e	3. a	5. g
2. f	4. b	6. c

8 Complete the sentences with the words below.

Ask your students to use the words given below and complete these sentences. Students read the sentences, then fill in the blanks with the suitable words given. They compare their answers in class.

KEY		
1. teacher	3. actor	5. singer
2. chef	4. farmer	

TEACHER'S NOTES

✎ ....

9 Track 6 **Listen to the dialogue and fill in the blanks with the words below.**

aunt | housewife | nurse | businessman | grandmother | grandfather

Pam : Look, Anita. This is my family. This is my father. He is a ❶.......................... . And this is my mother. She is a ❷.................... . They live in California, the USA. I miss them.

Anita : And, who is this in the picture?

Pam : My ❸........................, Steven. He is retired. And, this is my ❹..........................., Laura.

Anita : Hmm, who is she?

Pam : She is my mother's sister and she is my ❺...................., Nena. She is a ❻.................... . And this is my dog, Corn.

Anita : Oh! It is lovely.

Pam : Yeah! It's very lovely.

Anita : How many brothers and sisters have you got?

Pam : I'm an only child.

10 **Read the dialogue and answer the questions.**

1. How does Pam's father earn his life?
....
2. Is her mother a doctor?
....
3. Where does her family live?
....
4. Does she miss her family?
....
5. How many sisters has Pam got?
....
6. What is her dog's name?
....

11 **Take a photo of your own family and talk about your family members.**

This is my ....

He/She is my ....

He/She is a/an ....

I have got ....

12 Track 7 **Listen to the recording and act it out with your partner.**

Rita : How do you earn your life, Nick?

Nick : I'm a vet.

Rita : That's a good job.

Nick : And what do you do, Rita?

Rita : I'm a hairdresser, Nick.

Pronunciation

13 Track 8 **Listen and circle the correct form you hear.**

1. I**'ve** / **have** got a high-tech mobile phone.	4. They**'ve** / **have** got a big house.
2. You**'ve** / **have** got a good English teacher.	5. He**'s** / **has** got a brother.
3. We**'ve** / **have** got a kitten.	6. She**'s** / **has** got a lot of friends.

9 Listen to the dialogue and fill in the blanks with the words below.

Track 6

In this activity, the students are asked to read the dialogue and fill in the blanks with the words given. Then, they listen to the recording and check their answers.

KEY		
1. businessman	3. grandfather	5. aunt
2. housewife	4. grandmother	6. nurse

10 Read the dialogue and answer the questions.

In this activity, the students read the previous dialogue again and answer the questions given.

KEY		
1. He is a businessman.	3. Her family lives in California, the USA.	5. She is an only child.
2. No, she isn't.	4. Yes, she does.	6. Its name is Corn.

11 Take a photo of your own family and talk about your family members.

Ask students to take a photo of their family and talk about their family members.

KEY
Students' own answers

12 Listen to the recording and act it out with your partner.

Track 7

Ask students to listen to the recording and act it out with their partners.

KEY
Students' own answers

13 Listen and circle the correct form you hear.

Track 8

Tell students to listen and circle the correct form they hear.

KEY		
1. I've	3. have	5. has
2. have	4. They've	6. She's

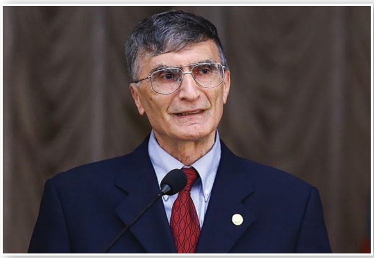
1 a) Who are the people in the pictures below? What do you know about them?





....

....





....

....

What's your dream job?

Track 9

b) Listen and read the blog. What is each teenager's dream?

http://

HOME PROFILE VIDEO FAVOURITE MESSAGE



Hello! My name is Fabio. I'm from Italy. I'm 16 and I'm a student. My favourite sport is football. My dream is to become a famous football player like my hero, Lionel Messi. My brother Pietro is 17. He is very good at basketball. His favourite basketball player is LeBron James.



Hi! I'm Aida and this is my twin, Eleta. We are 17. We are from France. Our favourite sports are basketball and tennis. We are in the school tennis club. Our dream is to become famous tennis players like the famous tennis stars, Serena and Venus Williams.

1C LIVE YOUR DREAM

1 **a) Who are the people in the pictures below? What do you know about them?**

Ask students to look at the pictures and talk about them. Ask them to answer the questions above.

KEY
Sümeyye Boyacı - Mete Gazoz - Aziz Sancar - Özlem Türeci

Track 9

b) Listen and read the blog. What is each teenager's dream?

Ask students to listen and read the blog. Tell them to find each teenager's dream.

KEY
(Fabio) His dream is to become a famous football player.
(Aida and Eleta) Their dream is to become famous tennis players.

TEACHER'S NOTES
✎ ....

2 **Read the blog again and complete the sentences.**

1. Fabio and Pietro are from ....
2. Aida and Pietro are .... old.
3. Eleta and Aida are good at ....
4. Fabio's dream is to become a/an ....
5. Fabio's brother is good at ....
6. Aida and Eleta are in the ....

BET YOU KNOW THIS!

She is a doctor.
He is a student.
I'm an engineer.
He is an author.

3 **Read the blog again and complete the table. Take notes and use them to tell the class about each person.**

	Country	Age	Favourite sport / football / basketball / tennis player
Fabio	Italy	16	football / Lionel Messi
Pietro			
Aida			
Eleta			

e.g. Fabio is from Italy. He is 16. His favourite sport is football and his favourite football player is Lionel Messi.

4 **Complete the blog entry below about yourself as in section 1b.**

http://

HOME PROFILE VIDEO FAVOURITE MESSAGE

My name is .... and I'm from .... I'm .... years old and I'm a .... My favourite sport is .... My dream is to become a ....

....

. ...

....

....

....

2 Read the blog again and complete the sentences.

Ask students to read the blog again and complete the sentences.

KEY		
1. Italy	3. basketball and tennis	5. basketball
2. seventeen years	4. a famous football player	6. school tennis club

3 Read the blog again and complete the table. Take notes and use them to tell the class about each person.

Ask students to read the blog again and complete the table. Tell them to take notes and use them to tell the class about each person.

KEY

	Country	Age	Favourite sport / football / basketball / tennis player
Fabio	Italy	16	football / Lionel Messi
Pietro	Italy	17	basketball /LeBron James
Aida	France	17	basketball, tennis / Serena and Venus Williams
Eleta	France	17	basketball, tennis / Serena and Venus Williams

4 Complete the blog entry below about yourself as in section 1b.

Ask students to complete the blog entry below about themselves as in section 1b.

KEY
Students' own answers

TEACHER'S NOTES

5 Listen to the recording and match the people with the jobs below. There is one extra word.

Track 10


Ivy, 40

1. ....


Ted, 35

2. ....


John, 42

3. ....


Alex, 38

4. ....


Mina, 41

5. ....


Sam, 25

6. ....

pilot
doctor
waiter
nurse
farmer
policeman
dentist

6 Read the texts and match them with the people above. Write their names.

a ....
I work in a police station.
I help people. I love my job.

b ....
I work in a restaurant.
I serve food and drinks.

c ....
My job is exciting.
I fly planes.

d ....
I work in a hospital and
I treat sick people.

e ....
I pull out teeth.
I wear a white shirt.

f ....
I love my job. I live on a
farm. I grow vegetables.

7 Work in pairs. Match the jobs with the explanations. There is one extra explanation.

☐ 1. Teachers
☐ 2. Doctors
☐ 3. Musicians
☐ 4. Butchers

a. treat sick animals
b. sell meat
c. play musical instruments
d. teach students at school
e. treat sick people

8 Work in pairs. Ask and answer questions as in the example below.

e.g. What does a teacher do? How does he/she earn his/her life?
A teacher teaches students at school.

5 **Listen to the recording and match the people with the jobs below.**

Track 10

In this activity, students are asked to listen to the recording. Then, they match the people in the pictures with the names of the jobs given. At the end, they listen to the recording again and check their answers.

KEY		
1. doctor	3. pilot	5. dentist
2. policeman	4. farmer	6. waiter

6 **Read the texts and match them with the people above. Write their names.**

In this activity, students read the texts silently for specific information and guess the jobs mentioned in the texts.

KEY		
a. Ted	c. John	e. Mina
b. Sam	d. Ivy	f. Alex

7 **Work in pairs. Match the jobs with the explanations. There is one extra explanation.**

Students work in pairs. They read the explanations given and match them with the jobs. Then, they ask and answer the questions as in the example.

KEY			
1. d	2. e	3. c	4. b

8 **Work in pairs. Ask and answer questions as in the example below.**

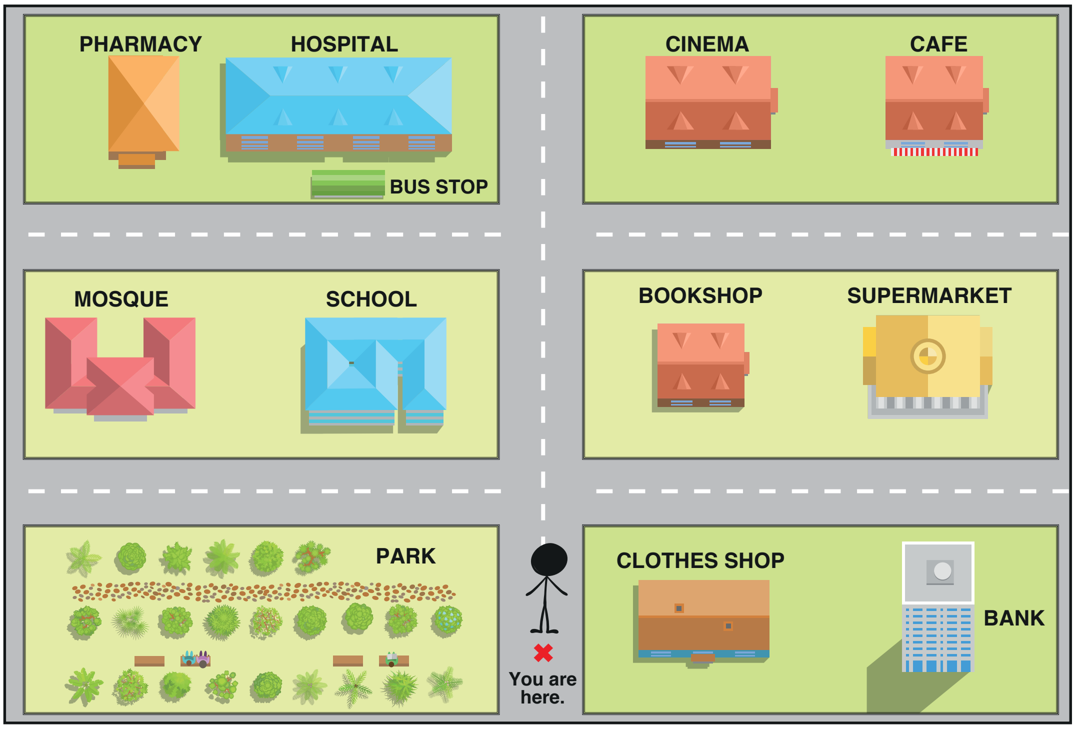
In this activity, students are asked to work in pairs. They ask and answer the questions given. Then, they act it out in class.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....

What kind of places are there in your street?

1 **a) Look at the map and answer the questions.**



1. Where is the bank?

   ....

2. Which place is near the mosque?

   ....

3. Which place is near the cafe?

   ....

4. Is there a bookshop in the town?

   ....

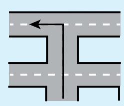
5. Is there a flower shop in the town?

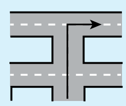
   ....

BET YOU KNOW THIS!


Turn left.


Turn right.


Take the second left.


Take the second right.

b) Work in pairs. Ask for and give directions for the places on the map in section 1. (You are between the park and the clothes shop.)

e.g. A: Excuse me, how can I get to the supermarket?

B: First of all, go straight ahead. Take the first right. It's on your left near the bookshop.

cafe | library | hospital | cinema

pharmacy | bank | mosque

1 a) Look at the map and answer the questions.

In this part, students are asked to look at the map and answer the questions. Students answer the questions according to the map. Then, they compare their answers with their classmates.

KEY
1. It is opposite the supermarket./ It is near the clothes shop.
2. The school is near the mosque.
3. The cinema is near the cafe.
4. Yes, there is.
5. No, there isn't.

b) Work in pairs. Ask for and give directions for the places on the map in section 1. (You are between the park and the clothes shop.)

In this part, students work in pairs. They ask for and give directions for the places on the map in the section 1. Then, they act it out in class.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

What do you do if you don't know an address?

2 **Read and listen to the dialogue. Mark Angel's route on the map in section 1.**

Track 17

Angel : Excuse me, is there a hospital around here?

Tom : Yes, first of all go straight ahead, take the second left. Walk past the bus stop. The hospital is near the pharmacy on your right.

Angel : Thanks!

Tom : You're welcome.

Asking for directions

Is there a/an .... around here?

How can I go there?

How can I get to ....?

Is it near/far?

Where is the ....?

Giving directions

Go straight ahead

Go past the ....

Cross the .... street/road/ avenue

Turn left/right

Take the first/second left/right

Go along the way

It is next to/across/behind/ in front of the .....

3 **Work in pairs. Look at the map in section 1 and read the instructions. Then make a dialogue with your partner. (You are in front of the clothes shop.)**

e.g. **Student A :** How can I get to the cinema?

Student B : Go straight ahead. Take the first right. It's on the left.

Student A

You have just moved to this town and you don't know anywhere. You need help. Ask for help. Use the expressions below.

Student B

Your friend needs help. Give directions to him/her to find the way. Use the expressions below.

Student A

- How can I get to ....?
- Excuse me, is there a/an .... around/ near here?
- Can you tell me the way to the ....?
- How can I go to ....?
- Where is the ....?

Student B

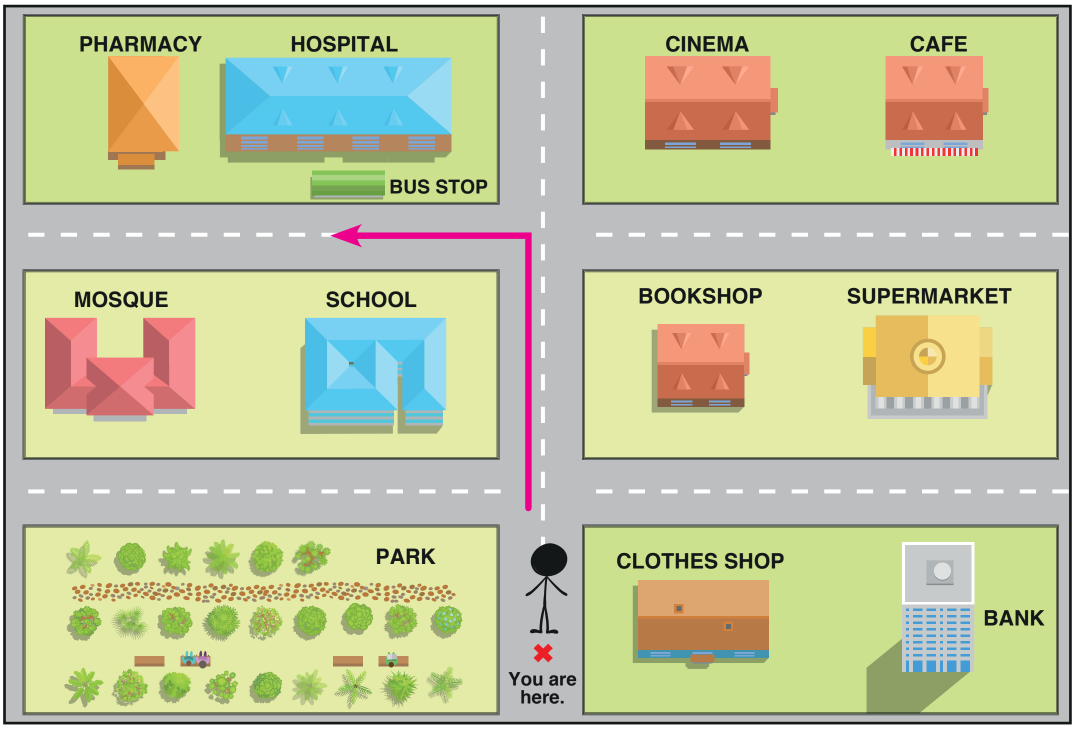
- Go straight ahead.
- Turn left.
- Turn right.
- Take the first/second left/right.
- Cross the .... Street.
- It's on the left.
- It's on the right.

2 **Read and listen to the dialogue. Mark Angel's route on the map in section 1.**

Track 17

Ask students to read and listen to the dialogue. Tell them to mark Angel's route on the map in section 1.

KEY



3 **Work in pairs. Look at the map in section 1 and read the instructions. Then make a dialogue with your partner. (You are in front of the clothes shop.)**

In this activity, students work in pairs. They look at the map in section 1 and give directions to their partners.

They are given a simple template so that they can be able to give directions while speaking. They look at the map first and see what is where on the map.

Tell them that they are in front of the cinema. First, they read the example and do the same. Then, they act it out in class.

KEY
Students' own answers

4 Read the dialogue and mark the sentences T(true) or F(false).



Alice : Hello! Could you help me, please?

Ted : Hi! Of course.

Alice : Is there a gas station around here?

Ted : Yes, there is. Go straight ahead and turn right at the traffic lights. The gas station is next to the fire station.

Alice : Thank you for your help.

Ted : Not at all. Bye.

Alice : Goodbye.

- [ ] 1. The gas station is next to the traffic lights.
- [ ] 2. There aren't any traffic lights in the area.
- [ ] 3. To get to the gas station, she should turn right at the traffic lights.
- [ ] 4. The gas station is next to the fire station.

5 Listen to the recording and fill in the blanks with the words below.

Track 12

library	get	straight	right
	close	cross	

A : Hi, my name is Hans. I'm a new student from Germany. How can I ❶................ to the library?

B: It is very ❷..................... . Go ❸..................... and turn ❹..................... after the bank.

❺..................... the street and there is the ❻..................... .

A : Thank you very much.

B : You are welcome.

4 Read the dialogue and mark the sentences T(true) or F(false).

In this activity, students will be able to use the expressions they have already learned in a new context. Before they read the dialogue, you can ask them questions about the picture such as "Where are they? What are they doing?" Students read the dialogue. Then, they read the sentences given and mark them "T" for true or "F" for false. They compare their answers with their classmates.

KEY
1. F - 2. F - 3. T - 4. T

5 Listen to the recording and fill in the blanks with the words below.

Track 12

In this activitiy, students listen to the recording first. Then, they fill in the blanks with the words given. At the end, they listen to the recording again and check their answers.

KEY		
1. get	3. straight	5. cross
2. close	4. right	6. library

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

E-Portfolio

Imagine you are an exchange student abroad. Write a postcard to your best friend in Türkiye as in the example. Then take a picture of your postcard and upload it on your school blog.

Dear Pam,

What's up? I hope you are fine. I'm having a wonderful time here. My school is big. I have lots of friends here. They are from different countries. They are friendly and honest. Although it is my second day here, I have begun to learn Italian. I will call you later.

Catch you later.

Love,

Sue

Video Blog Entry

Work in pairs. Prepare a video blog entry about your family members.

e.g. This is my mother. Her name is Selime. She is a housewife.

Self Assessment

I can introduce myself and my family members.			
I can ask and answer about my personal belongings.			
I can ask for and give simple directions in simple phrases.			
I can understand familiar names, words and basic phrases in postcards and e-mails.			
I can write simple sentences and phrases in a postcard, an e-mail or a hotel registration form.			
I can understand vocabulary for greetings and conversations in a simple recorded text.			
I can find specific information in a simple text about jobs / nationalities / countries.			

E-Portfolio

Imagine you are an exchange student abroad. Write a postcard to your best friend in Türkiye as in the example. Then take a picture of your postcard and upload it on your school blog.

Ask students to write a postcard to their best friends in Türkiye as in the example. Tell them to take pictures of their postcards and upload it on their school blog.

KEY
Students' own answers

Video Blog Entry

Work in pairs. Prepare a video blog entry about your family members.

Ask students to work in pairs. Tell them to prepare a video blog entry about their family members.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

TEACHER'S NOTES

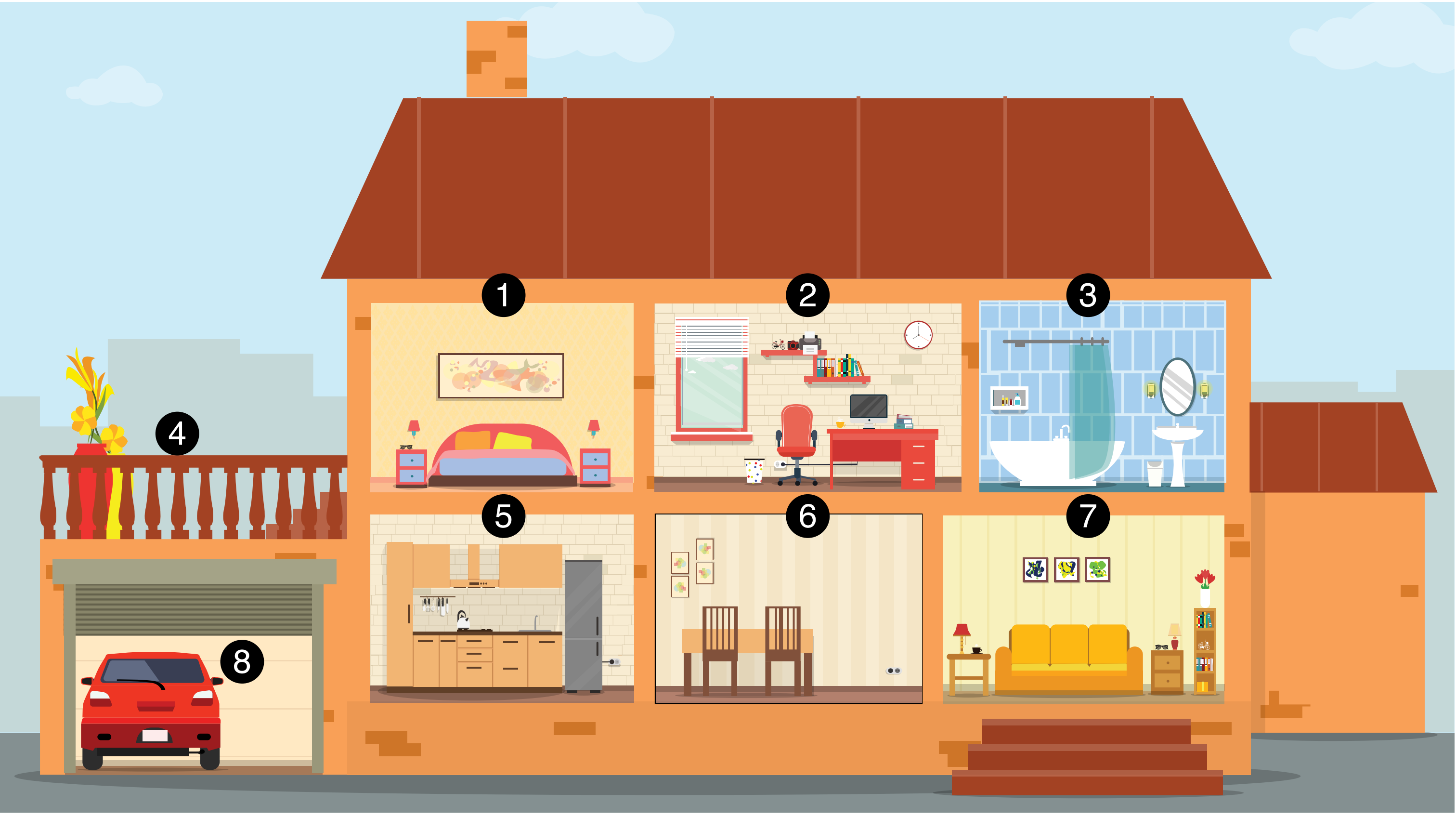
Theme 2

MY ENVIRONMENT



Functions and Useful Language	Language Skills and Learning Outcomes
1. Talking about locations of things **2.** Asking about and describing neighborhood **3.** Making comparisons - What do you have in your room/kitchen/classroom/ lounge/school? - Is it a large or a small cellar? - There aren't any sport facilities in our school. - Do you live in a nice community? - This store is cheaper than the previous one. - Is there a nice mall in this neighborhood? - The one in our neighborhood is the biggest in Ankara.	**Listening** E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. **Pronunciation** E9.2.P1. Students will be able to differentiate /ɪ/ and /iː/ sounds. Eg. sit /sɪt/ seat /siːt/ **Speaking** E9.2.S1. Students will be able to ask about and describe their neighborhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3.Students will be able to ask and answer questions about location of things and places. **Reading** E9.2.R1. Students will be able to read a simple text for specific information about their neighborhood/city etc. **Writing** E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Türkiye. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.

1 **Match the rooms with the phrases below. There is one extra phrase.**



◯ study room ◯ garage ◯ dining room ◯ balcony ◯ garden

◯ kitchen ◯ living room ◯ bedroom ◯ bathroom

2 **Look at the picture in section 1 and complete the table with the words below.**

kettle	cupboard	cooker	fridge	chair	clock
sink	study desk	computer	bathtub	mirror	shower curtain

STUDY ROOM	KITCHEN	BATHROOM

2A HOME SWEET HOME

1 Match the rooms with the phrases below. There is one extra phrase.

Ask students to match the rooms with the phrases below.

KEY			
1. bedroom	3. bathroom	5. kitchen	7. living room
2. study room	4. balcony	6. dining room	8. garage

2 Look at the picture in section 1 and complete the table with the words below.

Ask students to look at the picture in section 1 and complete the table with the words below.

KEY

STUDY ROOM	KITCHEN	BATHROOM
clock	kettle	sink
study desk	cupboard	mirror
computer	cooker	shower curtain
chair	fridge	bathtub

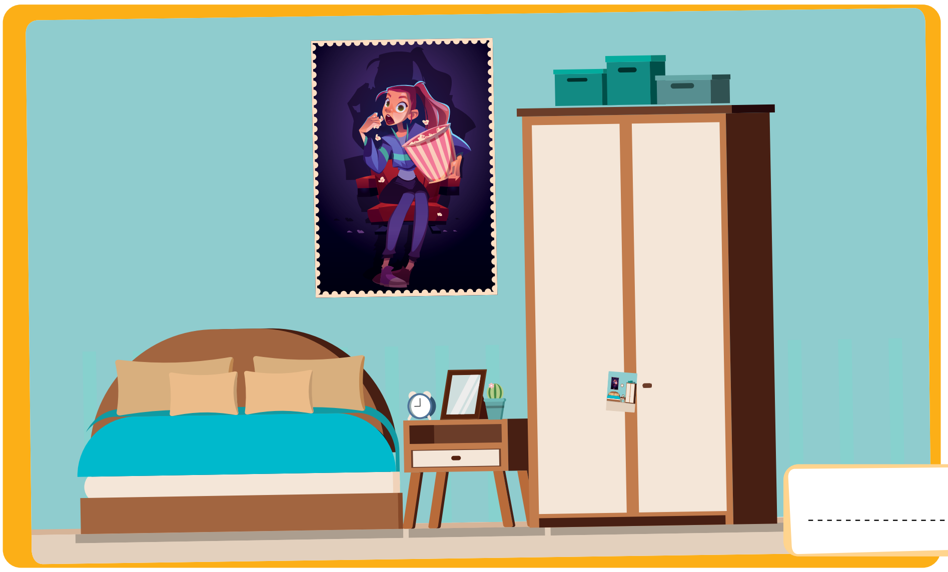
TEACHER'S NOTES

✎ ....

What do you have in your room?

3 Track 13.1

Daven and Elsa are talking about their rooms. Listen to the recording and label the pictures with their names.





----

4 Track 13.2

Listen to the recording again and mark the sentences T(true) or F(false).

- ☐ 1. There is a laptop in Elsa's room.
- ☐ 2. There is a bookcase in Daven's room.
- ☐ 3. There are a lot of books in Daven's room.
- ☐ 4. Daven's wardrobe is bigger than Elsa's.
- ☐ 5. There isn't a computer in Elsa's room.
- ☐ 6. There is a bedside table in Daven's room.

BET YOU KNOW THIS!

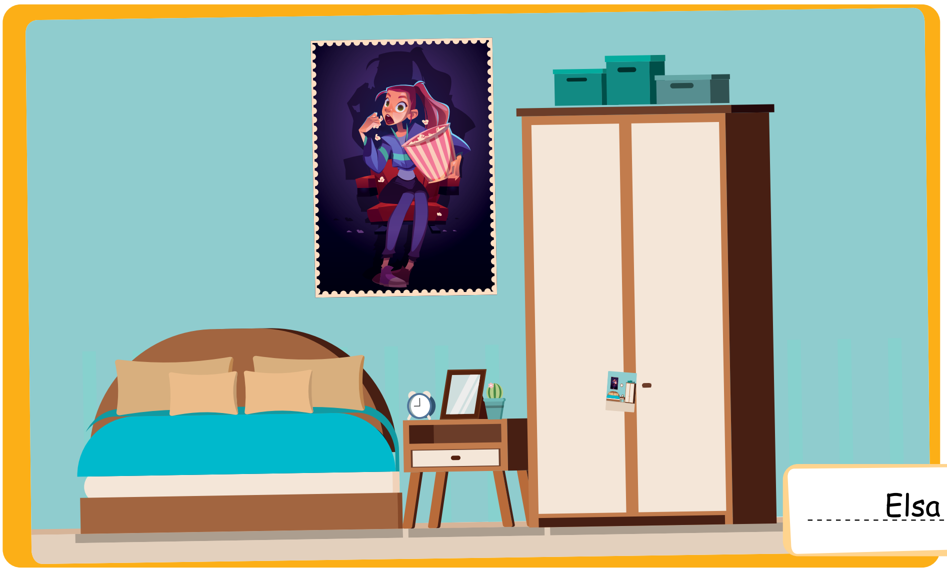
British English	American English
wardrobe	closet
flat	apartment
dustbin	garbage can
garden	yard
lift	elevator

3 **Daven and Elsa are talking about their rooms. Listen to the recording and label the pictures with their names.**

Track 13.1

Ask students to listen to Daven and Elsa's talking about their rooms. Tell them to label the pictures with their names.

KEY



Elsa



Daven

4 **Listen to the recording again and mark the sentences T(true) or F(false).**

Track 13.2

Ask students to listen to the recording again and mark the sentences T(true) or F(false).

KEY
1.F - 2.T - 3.T - 4.F - 5.T - 6.F

5 Write the prepositions under the correct pictures.

a in | b near | c under | d between | e next to

f behind | g in front of | h over | i on



1 ....



2 ....



3 ....



4 ....



5 ....



6 ....



7 ....

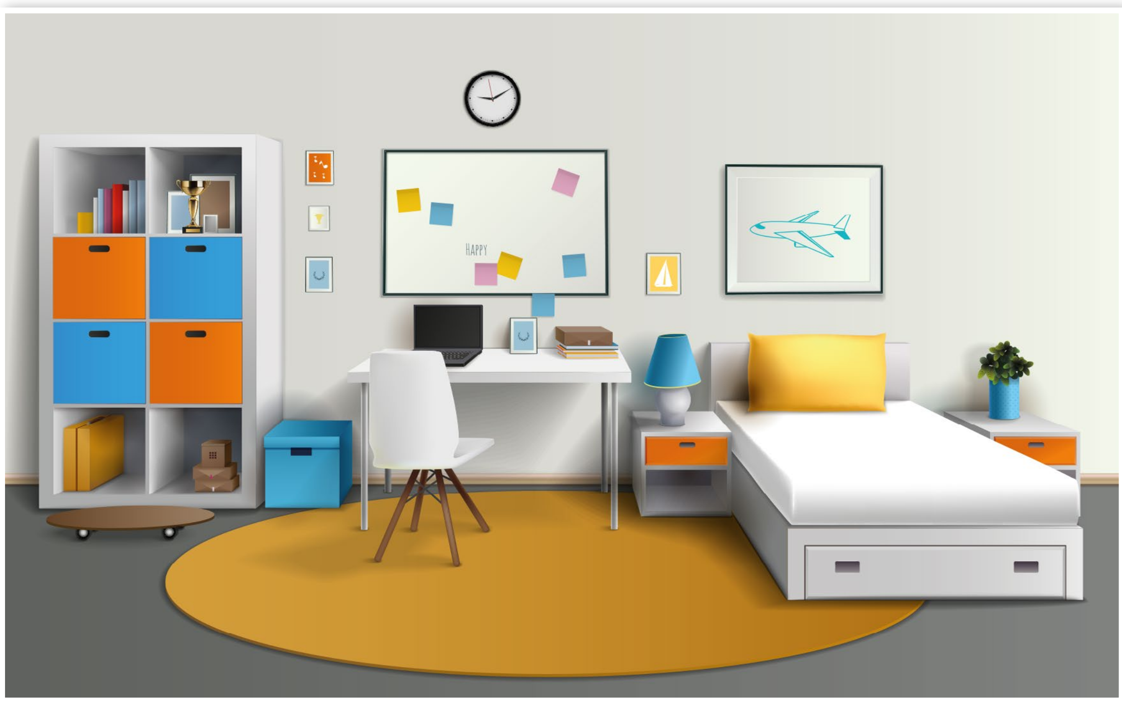


8 ....



9 ....

6 Look at the picture and fill in the blanks with "in, on, behind, between, next to, near."



1. There is a skateboard .... the bookcase.
2. There is a yellow pillow .... the bed.
3. There is a study table .... the bedside table.
4. There is a blue box .... the bookcase.
5. There are some books .... the bookcase.
6. There is a lamb .... the study table and the bed.

5 Write the prepositions under the correct pictures.

Ask students to write the phrases under the correct pictures.

KEY				
1. on	3. over	5. in	7. behind	9. near
2. next to	4. between	6. in front of	8. under	

6 Look at the picture and fill in the blanks with "in, on, behind, between, next to, near."

In this activity, students look at the suitable prepositions. Then, they compare their answers in class.

KEY		
1. behind	3. near	5. in
2. on	4. next to	6. between

TEACHER'S NOTES

✎ ....

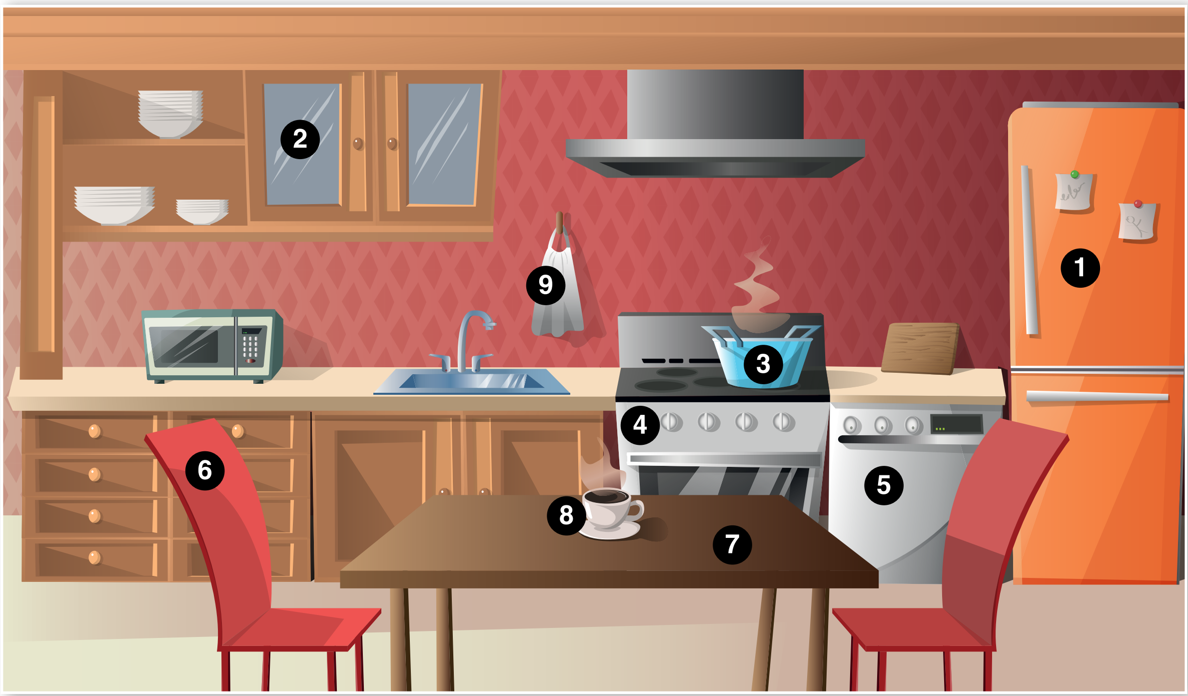
7 Work in pairs. Look at the picture in section 6 again. Ask and answer questions as in the example.

e.g. Student A: Is there a study table?

Student B: Yes, there is. It's between the box and the bedside table.

Where is the chair?
It is near the table.
Where are the apples?
They are in the basket.

8 Look at the picture and match the objects with the words below. There is one extra word.



◯ fridge	◯ pot	◯ table	◯ dishwasher	◯ cup
◯ cupboard	◯ towel	◯ chair	◯ microwave oven	◯ oven

9 Look at the picture in section 8 again and answer the questions.

1. Where is the table?

   ....

2. Where is the cup?

   ....

3. Where is the fridge?

   ....

4. Where is the dishwasher?

   ....

10 Work in pairs and talk about your room or school. Ask and answer questions with your partner.

e.g.
1. A: What do you have in your room?
   B: There is a study desk in my room.
2. A: Are there any sports facilities in your school?
   B: No, there aren't any sports facilities in our school.

7 **Work in pairs. Look at the picture in section 6 again. Ask and answer questions as in the example.**

In this part, students look at the picture in the previous section and answer the questions given. Then, they compare their answers in class.

KEY
Students' own answers

8 **Look at the picture and match the objects with the words below. There is one extra word.**

In this part, students look at the picture. They match the words with the suitable pictures. Then, they compare their answers in class.

KEY				
① fridge	② cupboard	③ pot	④ oven	⑤ dishwasher
⑥ chair	⑦ table	⑧ cup	⑨ towel	

9 **Look at the picture in section 8 again and answer the questions.**

In this part, students look at the picture in the previous section and answer the questions given. Then, they compare their answers in class.

KEY	
1. It's on the chair.	3. It is near the fridge.
2. It is behind the fork.	4. They are under the chair.

10 **Work in pairs and talk about your room or school. Ask and answer questions with your partner.**

In this activity, students work in pairs. They ask and answer questions with their partners as in the example given. Then, they act it out in class.

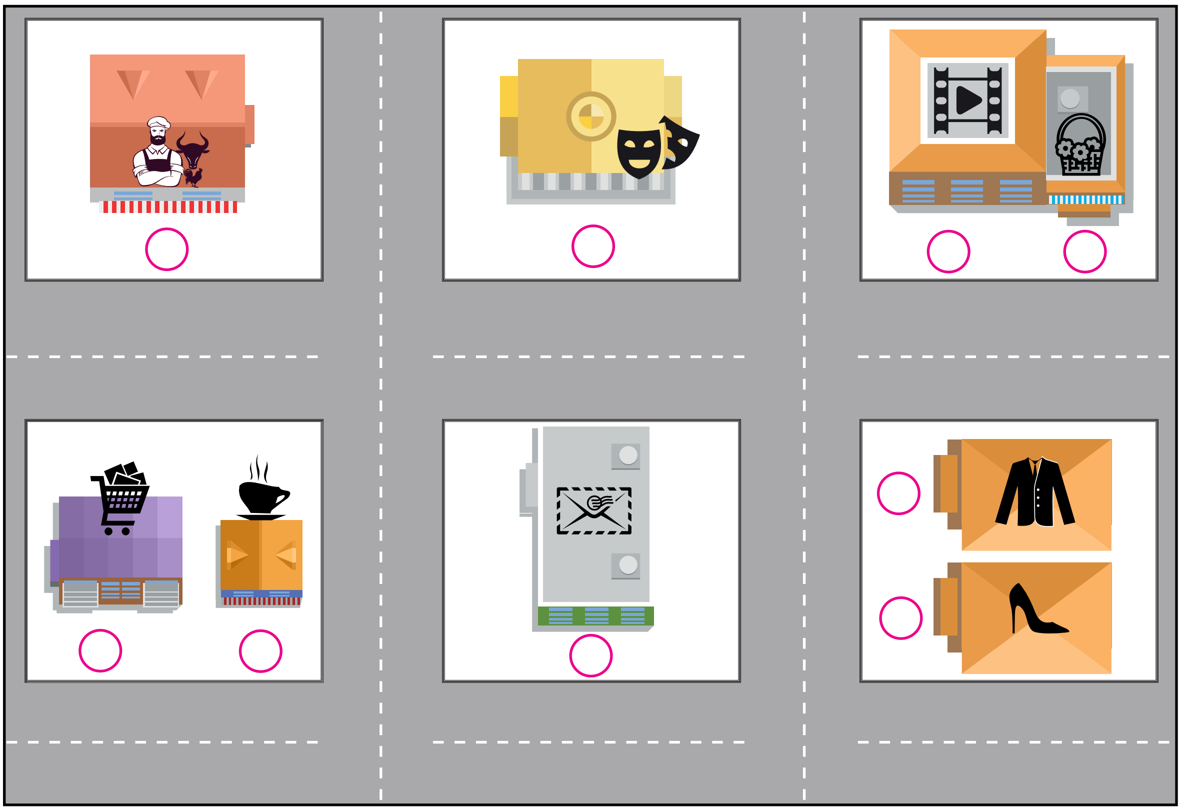
KEY
Students' own answers

12 **Describe your room to your classmates.**

Students describe their room to their classmates as in the example.

KEY
Students' own answers

1 **Match the buildings with the words below. There is one extra word.**



1 theater	2 post office	3 shoe shop	4 supermarket	5 flower shop
6 clothes shop	7 butcher's	8 cafe	9 cinema	10 hospital

2 **Look at the picture above and fill in the blanks with the suitable prepositions below.**

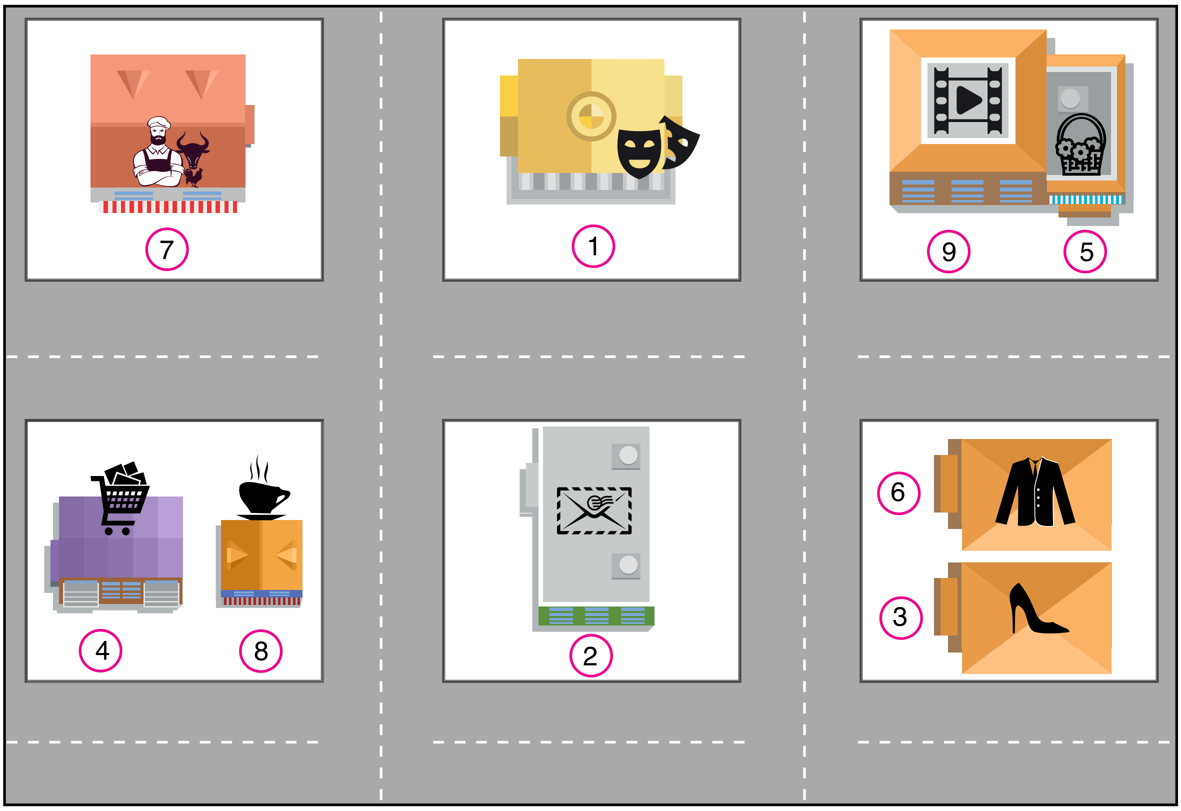
near	between	in front of	next to	opposite

1. The cafe is .... the supermarket.
2. The cinema is .... the flower shop.
3. The shoe shop is .... the clothes shop.
4. The theater is .... the butcher's and the cinema.
5. The butcher's is .... the cafe.

1 Match the buildings with the words below. There is one extra word.

In this part, ask students to look at the map and identify the buildings. Students label the names of the buildings with the words given. Then, they compare their answers in class.

KEY



2 Look at the picture above and fill in the blanks with the suitable prepositions below.

In this activity, students are asked to look at the picture above and fill in the blanks with the suitable prepositions below. They look at the picture and fill in the blanks with the suitable prepositions given. Then, they compare their answers in class.

KEY

1. near	3. in front of	5. opposite
2. next to	4. between	

TEACHER'S NOTES

✎ ....

....

Would you like to move to a different neighborhood? Why/Why not?

3 Track 14 **Listen to the recording and fill in the blanks with the following phrases.**

metro station	pharmacy	bookstore	cafe

Barney is from the USA. He is in London with Nena now.

Barney : A nice place, Nena.

Nena : My city is big and beautiful. Look, Barney! There is a ❶......................... between the florist and the butcher on King Street. The flowers are nice and fresh.

Barney : Cool!

Nena : There is a ❷......................... next to the supermarket. It is big.

Barney : Hmm.

Nena : There is a ❸............................... opposite the car park on Pink Street.

Barney : Great, Nena. Where is the clothes shop? I want to buy a sweater.

Nena : Look! It's near the ❹......................... . We can go if you want.

Barney : Yes, please. Let's go there and buy a sweater for me.

Then draw the map of the neighborhood below.

4 **Describe and compare your neighborhood with Tim's city in simple sentences.**

e.g. I like living in my town because it is a neat place and people are friendly. Tim's city is more crowded and noisier than my town. My town is warmer and cheaper than Tim's city.

	Tim's City
Weather	5°C (in winter) 25°C (in summer)
Population	crowded noisy
Food	expensive fresh

....

....

....

....

....

....

3 **Listen to the recording and fill in the blanks with the following phrases.**

Track 14 In this activity, students are asked to listen to the recording. Students listen to the recording and fill in the blanks. Then, they listen to the recording again and check their answers.

KEY	
1. bookstore	3. metro station
2. cafe	4. pharmacy

4 **Write about the places in your neighborhood.**

In this part, students are asked to write about the places in their neighborhood. They use the adjectives to describe the places. They share their answer with their classmates.

KEY
Students' own answers

TEACHER'S NOTES
✎

Everyday English

Are there any hospitals or pharmacies in your neighborhood?

5 **Read the dialogue and fill in the blanks with the suitable phrases below.**

neighborhood | get well soon | there | pharmacy | for this reason | moved in

Martin : Hello, Rey. How is it going?

Rey : Not bad. I'm searching the Net.

Martin : Why?

Rey : You know, I've just ❶.......................... and I don't know much about this ❷............................ . I am trying to find where the ❸......................... is. I need to buy some medicine.

Martin : I can take you ❹.............................. .

Rey : Oh, thank you.

Martin : What's the matter with you?

Rey : I have the flu. The weather here is a bit colder. ❺..................................., I am sick.

Martin : ❻..................................., Rey. Let's go to the pharmacy.

Rey : OK, Martin.



BET YOU KNOW THIS!

British English	American English
petrol station	gas station
bookshop	bookstore
car park	parking lot
pharmacy	chemist's

Track 15

Listen to the recording and check your answers.

Work in pairs. Act out the dialogue with your partner.

Pronunciation

Track 16

a) Listen and try to hear the difference between / I / and / i: / sounds.

Sound 1 (I)	Sound 2 (i:)
it	eat
live	leave
ship	sheep
sit	seat

Track 17

b) Listen and circle the sounds you hear.

1) a. bit b. beat
2) a. dip b. deep
3) a. hit b. heat
4) a. pitch b. peach
5) a. slip b. sleep
6) a. chip b. cheap
7) a. it b. eat
8) a. sit b. seat
9) a. live b. leave
10) a. ship b. sheep

5 **Read the dialogue and fill in the blanks with the suitable phrases below.**

The aim of this activity is to teach students everyday English expressions. Students will be able to use the expressions they have already learned in a new context. Before students read the dialogue, you can ask them questions about the picture such as "Where are they? What are they doing?" Students read the dialogue and fill in the blanks with the suitable words or phrases given. Then, they listen to the recording and check their answers. Finally, they work in pairs and act out the dialogue with their partners.

KEY		
1. moved in	3. pharmacy	5. For this reason
2. neighborhood	4. there	6. Get well soon

Track 17

b) **Listen and circle the sounds you hear.**

KEY									
1.b	2.a	3.b	4.b	5.b	6.a	7.a	8.b	9.a	10.b

TEACHER'S NOTES

....

1 **a) Listen and say.**

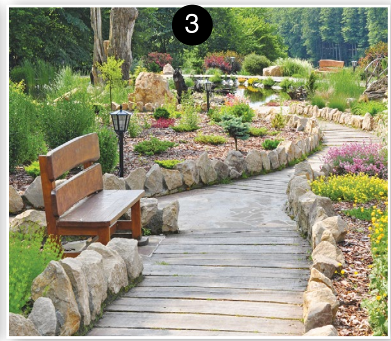
Track 18



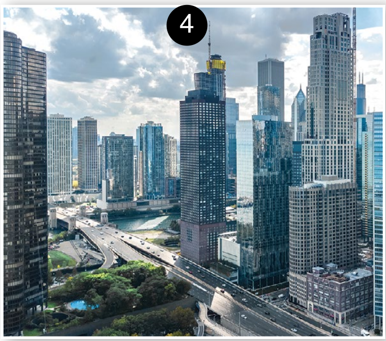
big mall



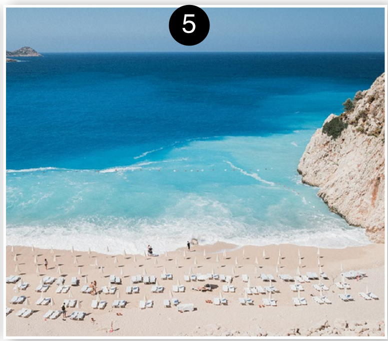
busy road



beautiful park



tall skyscrapers



clean beach



nice cafe

b) Look at the pictures in section 1a. Which of them describes your neighborhood?

e.g. There is a big mall but there aren't any tall skyscrapers in our neighborhood.

Would you like to live abroad? Why/Why not?

2 **a) Read the text. What do you know about these cities? What can people see / do there?**

New York City & York

New York City is the most populated city in the USA. It is one of the most popular tourist destinations in the country. Some of the most famous landmarks in the USA such as the Statue of Liberty and the Empire State Building are in New York. There are many museums and beautiful parks. New York City has more skyscrapers than other cities in the USA. Fifth Avenue is one of the most popular streets in the world with a lot of expensive shops. New York City has a large harbour.



1 a) **Listen and say.**

Track 18

Ask students to listen to the recording and say the phrases they hear.

b) Look at the pictures in section 1a. Which of them describes your neighborhood?

Ask students to look at the pictures in section 1a. Tell them to find the picture that describes their neighborhood.

KEY
Students' own answers

2 **a) Read the text. What do you know about these cities? What can people see / do there?**

Ask students to read the text. Tell them to talk about these cities.

TEACHER'S NOTES

✎ ....

York is smaller than New York City. It is one of England's most beautiful cities. It has clean and quiet streets. You can have coffee in a nice cafe by the beautiful river. There are traditional houses and stunning castles. For a better view of the city, you can go on a boat trip on the River Ouse.



b) Read the text again and mark the sentences T(true) or F(false).

☐ 1. New York City is bigger than York.
☐ 2. New York City is in England.
☐ 3. There is a large harbour in New York City.
☐ 4. There are quiet streets in York.
☐ 5. York has traditional houses.
☐ 6. There aren't stunning castles in York.

3 **a) Talk about the two cities in section 2a.**

Use these

✓ famous landmarks	✓ expensive shops
✓ tall skyscrapers	✓ a large harbour
✓ quiet streets	✓ stunning castles
✓ a nice cafe	✓ huge parks
✓ traditional houses	

b) Which place would you like to visit? Give reasons.

4 **Tick (✓) the suitable places in the table and compare New York City and your city.**

	New York City	.... (name of your city)
famous landmarks		
expensive shops		
beautiful parks		
tall skyscrapers		
popular streets		
big malls		

b) Read the text again and mark the sentences T(true) or F(false).

Ask students to read the text again and mark the sentences T(true) or F(false).

KEY
1.T - 2.F - 3.T - 4.T - 5.T - 6.F

3 **a) Talk about the two cities in section 2a.**

KEY
Students' own answers

b) Which place would you like to visit? Give reasons.

KEY
Students' own answers

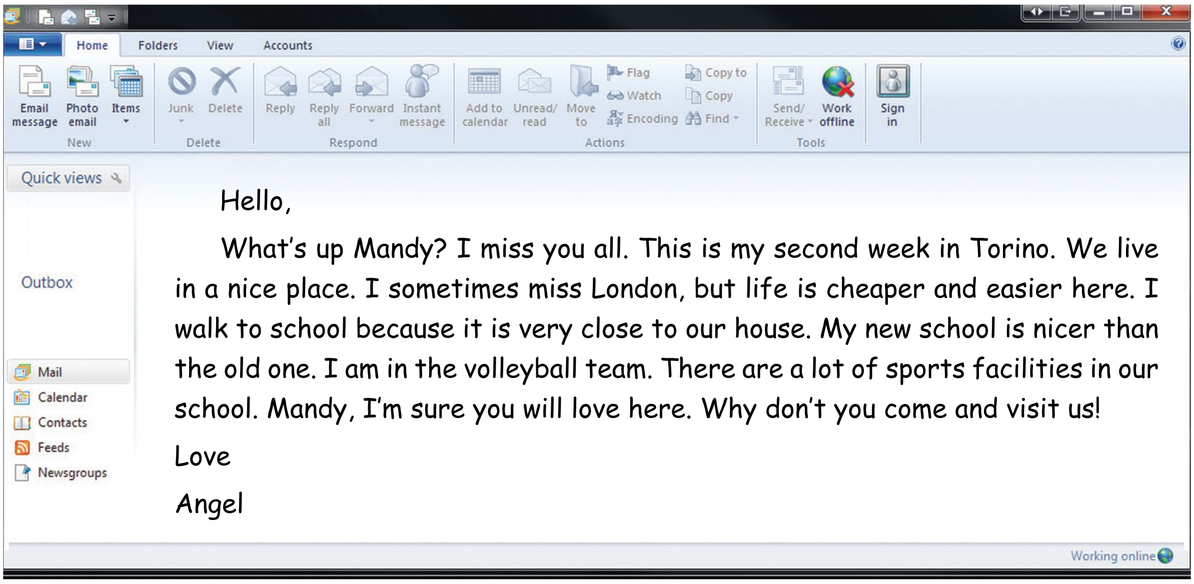
4 **Tick (✓) the suitable places in the table and compare New York City and your city.**

Ask students to tick the suitable places in the table and compare New York City and their city.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....
....
....
....
....
....

5 **Read the e-mail and answer the questions.**



Hello,

What's up Mandy? I miss you all. This is my second week in Torino. We live in a nice place. I sometimes miss London, but life is cheaper and easier here. I walk to school because it is very close to our house. My new school is nicer than the old one. I am in the volleyball team. There are a lot of sports facilities in our school. Mandy, I'm sure you will love here. Why don't you come and visit us!

Love

Angel

1. Who is the mail from?

   ....

2. Who is the mail to?

   ....

3. Where is Mandy?

   ....

4. Where is Angel?

   ....

6 **Read the e-mail again and mark the sentences T(true) or F(false).**

☐ 1. This is Angel's first week in Torino.

☐ 2. She walks to school.

☐ 3. Life is easier in Torino.

☐ 4. Her old school is nicer than the new one.

☐ 5. She is in the basketball team.

☐ 6. There aren't any sports facilities in her school.

7 **Work in pairs. Talk to your friend and compare people and objects in or around your house.**

5 Read the e-mail and answer the questions.

Ask students to read the e-mail and answer the questions.

KEY	
1. It is from Angel.	3. She is in London.
2. It is to Mandy.	4. She is in Torino.

6 Read the e-mail again and mark the sentences T(true) or F(false).

Ask students to read the e-mail again and mark the sentences T(true) or F(false).

KEY
1. F - 2. T - 3. T - 4. F - 5. F - 6. F

7 Make sentences comparing London and Torino as in the example.

Ask students to make sentences comparing London and Torino as in the example.

KEY
Students' own answers

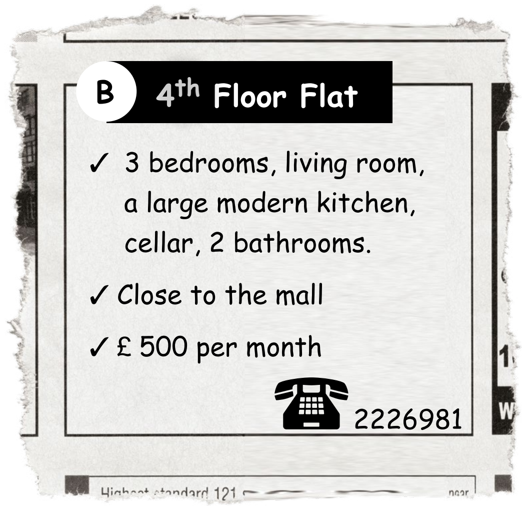
TEACHER'S NOTES

✎ ....

? Are adverts beneficial or not?

1 **Read the adverts. What are they about?**


A 1st Floor Flat
✓ 1 bedroom, living room, small kitchen, bathroom
✓ Near the underground
✓ £ 300 per month
☎ 4253358


B 4th Floor Flat
✓ 3 bedrooms, living room, a large modern kitchen, cellar, 2 bathrooms.
✓ Close to the mall
✓ £ 500 per month
☎ 2226981

2 **a) Who says the following sentences in the dialogue? Tick (✓) the correct boxes.**

	a student	an estate agent
✓ How can I help you?		
✓ OK, let me see.		
✓ How many rooms has it got?		
✓ How much is it?		
✓ Which floor is it on?		
✓ Can I see it?		
✓ Is 2 o'clock this afternoon OK?		
✓ What's the address?		

1 **Read the adverts. What are they about?**

Ask students to read the adverts. Tell them to talk about them.

KEY
Students' own answers

2 **a) The following sentences appear in the dialogue below. Who says each: a student or an estate agent?**

Ask students to read the following sentences. Tell them to tick (✓) the suitable places.

	a student	an estate agent
✓ How can I help you?		✓
✓ OK, let me see.		✓
✓ How many rooms has it got?	✓	
✓ How much is it?	✓	
✓ Which floor is it on?	✓	
✓ Can I see it?	✓	
✓ Is 2 o'clock this afternoon OK?		✓
✓ What's the address?	✓	

TEACHER'S NOTES

....

b) Read the dialogue to check your answers in section 2a.



Estate agent : Hello. XYZ Real Estate, this is Bob. How can I help you?

Student : Hi, my name is Rick Carter. I want to rent a flat near the underground.

Estate agent : OK, let me see. There is a nice flat for rent near the underground.

Student : How many rooms has it got?

Estate agent : It's a one-bedroom flat with one bathroom, a living room and a small kitchen.

Student : How much is it?

Estate agent : It's £300 per month.

Student : Which floor is it on?

Estate agent : It's on the first floor.

Student : Can I see it?

Estate agent : Of course. Is two o'clock this afternoon OK?

Student : Yes. That's great. What's the address?

Estate agent : 72 King Road.

Student : Thank you.

c) Which advert does the dialogue match with?

3 **Work in pairs. You are interested in the flat in advert B. Call the estate agent to find out information about it. Act out your dialogue as in section 2 b.**

4 **Read the adverts in section 1 again. Describe the flats in simple sentences and phrases.**

....

....

....

....

....

....

....

....

....

b) Read the dialogue to check your answers in section 2a.

Ask students to read the dialogue to check their answers in section 2a.

c) Which advert does the dialogue match with?

Ask students to find the advert that matches the dialogue.

KEY
Students' own answers

3 **Work in pairs. You are interested in the flat in advert B. Call the estate agent to find out information about it. Act out your dialogue as in section 2 b.**

Ask students to work in pairs. They read the instruction and act out their your dialogue as in section 2 b.

KEY
Students' own answers

4 **Read the adverts in section 1 again. Describe the flats in simple sentences and phrases.**

Ask students to read the adverts in section 1 again. Tell them to describe the flats in simple sentences and phrases.

KEY
A

TEACHER'S NOTES
✎ ....

E-Portfolio

Look at the pictures and compare them. Write a paragraph and take a picture of it. Upload it on your school blog.





....

....

....

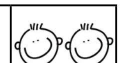
....

....

....

....

Self Assessment

			
I can ask about and describe my neighborhood.			
I can tell the location of things and places.			
I can describe different environments in simple sentences.			
I can read a simple text for specific information about a neighborhood or a city.			
I can locate the things as I listen to information about the instructions.			
I can compare people, places and objects around me.			
I can ask and answer questions about location of things and places.			

E-Portfolio

Look at the pictures and compare them. Write a paragraph and take a picture of it. Upload it on your school blog.

Ask students to look at the pictures and compare them. Tell them to write a paragraph and take a picture of it. Then tell them to upload it on their school blog.

KEY
Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

Theme 3

MOVIES



Functions and Useful Language	Language Skills and Learning Outcomes
1. Talking about likes/ dislikes, hobbies and free time activities **2.** Expressing opinions **3.** Making preferences **4.** Asking about and telling the time and the date **5.** Inviting and refusing/accepting an invitation I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/ How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday? -Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans. I think it was a great movie. I believe this is ..... I suppose.... I guess the actress won the Oscar last year.... If you ask me.... Personally, I think... Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials.	**Listening** E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a recorded conversation about making invitations/ offers. **Pronunciation** E9.3.P1. Students will be able to differentiate /t/ sound from /θ/ sound. Eg. ten /ten/ thin / θɪn/ **Speaking** E9.3.S1. Students will be able to express their opinions about free time activites. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. **Reading** E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. **Writing** E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.

How often do you watch movies? In which type of movies can you see these characters?

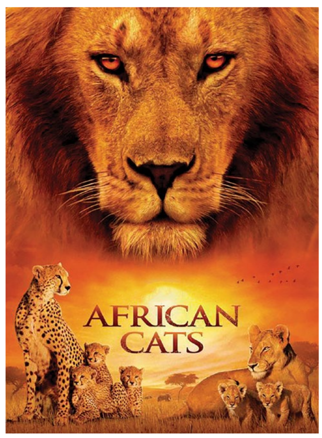
1 **Match the pictures with the movie types. There is one extra movie type.**

1 ◯


2 ◯


3 ◯


4 ◯


5 ◯


6 ◯


(a) animation (b) drama (c) science fiction (d) action

(e) comedy (f) documentary (g) horror

2 **Fill in the blanks with the suitable phrases below.**

action | science fiction | comedy | horror

1. The .... movies make people feel afraid.
2. The .... movies make people laugh.
3. The .... movies make people feel unrealistic.
4. The .... movies are full of fighting, car chases and explosions.

3 **Match the movie types with the adjectives. There is one extra adjective.**

☐ 1. Documentaries
☐ 2. Horror movies
☐ 3. Science fiction movies

a. unrealistic
b. frightening
c. educational
d. funny

3A MOVIES

1 Match the pictures with the movie types. There is one extra movie type.

You can ask the students to tell you if they have watched these movies. Then, tell them match the pictures with the movie types. Students compare their answers in class.

KEY		
1. e	3. b	5. f
2. c	4. d	6. a

2 Fill in the blanks with the suitable phrases below.

In this activity, students read the sentences and fill in the blanks with the suitable words given. They compare their answers in class.

KEY	
1. horror	3. science fiction
2. comedy	4. action

3 Match the movie types with the adjectives. There is one extra adjective.

Ask your students to match these adjectives to a specific movie they watched before. You can provide an example. (Unrealistic: Harry Potter)

Then, students match the movie types with the adjectives given. They compare their answers in class.

KEY
1.c 2.b 3.a

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....

4 **Work in pairs. Study the tables below, then make a dialogue as in the example.**

e.g. A : What type of movies do you like watching?
B : I like action films. I think they are exciting.

Expressing Opinions

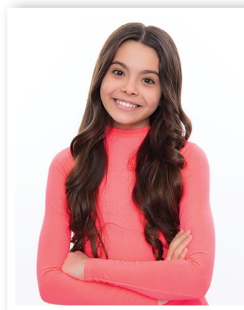
To express our opinions, we can use:

I am crazy about	I think	amazing
I love	I believe this is	thrilling
I like / enjoy	In my opinion	breathtaking
I don't mind	Personally I think	fast-paced
I don't like	To be honest	amusing
I can't stand	I guess	ordinary
I hate	I suppose	average
		annoying
		boring
		unrealistic
		unpleasant

5 **Listen to the recording and circle the correct option.**

Track 19.1

My name is Sandy and I ***like/don't like*** dramas. They are not my favourite. I think they waste our time. I ***like/hate*** comedy movies. I ***am crazy about/can't stand*** them. My mother and I ***usually/never*** go to the movies and watch comedies.



6 **Listen to the recording again and read the sentences below. Then mark the sentences T(true) or F(false).**

Track 19.2

☐ 1. Sandy likes dramas.
☐ 2. Dramas aren't Sandy's favourite.
☐ 3. Sandy can't stand comedy movies.
☐ 4. Sandy loves comedy movies.
☐ 5. Sandy and her mother usually watch comedies.

Accepting invitations

Would you like to watch a movie at home?

– Yes, I would.

– Yes, I'd love to.

Refusing invitations and making excuses

Would you like to eat out tonight?

– I'd like to, but my aunt is coming tonight.

– I'm sorry, but I can't. I'm going to study.

4 **Work in pairs. Study the tables below, then make a dialogue as in the example.**

Ask students to work in pairs. Tell them to study the tables below and make a dialogue as in the example.

KEY
Students' own answers

5 **Listen to the recording and circle the correct option.**

Track 19.1 In this activity, students listen to the recording while they are reading the text. They circle the correct words according to the recording. Then, they compare their answers in class.

KEY
don't like / like / am crazy about / usually

6 **Listen to the recording again and read the sentences below. Then mark the sentences T(true) or F(false).**

Track 19.2 In this part, students listen to the recording (track 19) again and read the sentences given. They mark the sentences "T" for true or "F" for false. Then, they compare their answers.

KEY
1.F 2.T 3.F 4.T 5.T

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

Do you prefer watching movies at home or at the cinema? Why?

7 **Read the dialogue and fill in the blanks with the suitable phrases below.**

great idea	documentaries	not at all	watch movies	cool

Patsy : Hey, Kate! Are you busy tonight?

Kate : No, ❶.. . I'm not going to do anything. Why?

Patsy : I'm going to ❷... at home. Would you like to come over tonight? I have great movies.

Kate : I think it is a ❸...................................... . What types of movies do you have?

Patsy : Do you like comedies or dramas?

Kate : Not really!

Patsy : What about action movies?

Kate : I don't like action sequences such as fighting, car chases or explosions.

Patsy : What about ❹..?

Kate : I like watching documentaries.

Patsy : ❺.....................! See you tonight. Goodbye, Kate.

Kate : Goodbye, Patsy. Take care.

Track 20

Listen to the recording and check your answers.

8 **What kind of movies do you like watching?**

Work in pairs. Make a conversation with your partner as in section 7.

Who do you usually go to the cinema with?

9 **Write a text message to invite your friend for a movie as in the example below.**



7 Read the dialogue and fill in the blanks with the suitable phrases below.

This activity aims to practise making invitations and accepting and refusing the invitation. Ask your students to pay attention to the phrases the speakers use to make and to accept and to refuse the invitations. They read the dialogue and fill in the blanks with the suitable words given. At the end, they listen to the recording (track 20) and check their answers.

KEY		
1. not at all	3. great idea	5. cool
2. watch movies	4. documentaries	

8 What kind of movies do you like watching?

Ask your students to name a few movies that they all watched. Students choose a movie they have watched and can remember now. Ask them to say the types of movie. Then, students work in pairs and make a conversation with their partners. Tell them to ask and answer the questions as in the reading section. They act it out in class.

KEY
Students' own answers

9 Write a text message to invite your friend for a movie as in the example below.

In this part, students are asked to write a text message to invite their friends to a movie. First, they read the example and do the same.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....
....
....
....

10 Track 21 **Listen to the recording. Work in pairs. Talk about the films you like and dislike with your partner.**

A : What are you doing?
B : I'm watching a movie.
A : What kind of movie is it?
B : It's a romantic movie.
A : Well. I'm not into romantic movies because I think romantic movies are not very me.
B : I don't think so. Personally I think, romantic movies are entertaining and I like watching them. I am really into romantic movies.

11 **a) Look at the bold sentences in the dialogue and write them in the correct places.**

Ruth : Hello, Jane. There is a new animation movie on at the cinemas? **How about going to see it on Saturday evening?**
Jane : **I'm afraid, but I can't.** My cousin is coming on Saturday.
Ruth : **Shall we meet on Sunday?**
Jane : **I'm sorry, but I can't make it.** I have an exam on Monday and I must study on Sunday. **Why don't we meet on Friday?**
Ruth : Well, **it sounds great. Shall we meet at the cinema at 6.30?**
Jane : **OK. I'll be there at 6.30.**

Making an invitation	Accepting an invitation	Refusing an invitation
....	....	....
....	....	....
....	....	....
....	....	....

b) Work in pairs. Make a dialogue as in section 11a using the expressions in the table above. Then act it out.

12 Track 22.1 **Listen to the recording and number the following sentences in the order you hear.**

- ☐ a. Shall we watch "The Mummy", Steven?
- ☐ b. Why don't we watch "The Fast and the Furious 7"?
- ☐ c. Oh, it is fast - paced.
- ☐ d. I don't like horror movies.
- ☐ e. I find them frightening.
- 1 f. How about going to the cinema, Mike?
- ☐ g. I like action movies.
- ☐ h. I like horror movies.
- ☐ i. I'll take you at 5.00.
- ☐ j. Show time is at 6.00.

Track 22.2 **Listen to the recording again and complete the table.**

	Mike	Steven
Favourite movie type		

10 **Listen to the recording. Work in pairs. Talk about the films you like and dislike with your partner.**

Track 21

Ask students to listen to the recording and talk about the films they like and dislike with their partners.

KEY
Students' own answers

11 **a) Look at the bold sentences in the dialogue and write them in the correct places.**

KEY		
Making an invitation	**Accepting an invitation**	**Refusing an invitation**
- How about going to see it on Saturday evening? - Shall we meet on Sunday? - Why don't we meet on Friday? - Shall we meet at the cinema at 6.30?	- It sounds great. - OK. I'll be there at 6.30.	I'm afraid but I can't. I'm sorry, but I can't make it.

b) Work in pairs. Make a dialogue as in section 11a using the expressions in the table above. Then act it out.

12 **Listen to the recording and number the following sentences in the order you hear.**

Track 22.1

Ask students to listen to the recording and number the following sentences in the order they hear.

KEY				
a.2	c.8	e.5	g.7	i.10
b.6	d.4	f.1	h.3	j.9

Track 22.2

Listen to the recording again and complete the table.

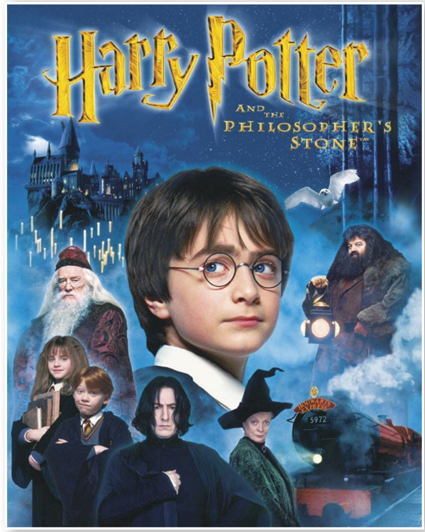
	Mike	**Steven**
Favourite movie type	horror movies	action movies

3B MOVIE REVIEWS

What's your favourite foreign movie?

1 **Read the movie reviews and tick (✓) the main idea.**

Parents need to know that this first movie of the Harry Potter series has some intense and scary moments. Harry Potter and his friends - who are only eleven years old here - are in danger and get hurt, but not seriously. Also, they are very scared of the fantastic beasts in the movie.



Kid, 11 years old

A Good movie to start the Harry Potter series

A very good movie with a good introduction of Harry, his friends, all the wizards and witches at Hogwarts. A wonderful story of Harry's adventures.

Kid, 10 years old

A little scary but awesome

It is such a wonderful and magical film but I find the man with two faces very scary. Although I haven't seen that man for a year, I still think he is too scary for me! Don't get me wrong, it's an awesome film! The best of the series I think!

Parent of 5 and 7-year-old kids

Wait till they're older. A Great Movie!

You see, my kids don't watch a lot of movies, but sure enough, they loved the fantasy in this. I probably love it more than them. Parents won't really get their kids into this movie until they're older than nine, but you can't take them away from these movies, I know from my experience.

☐ 1. It is a great fantastic movie but not suitable for kids under nine years old.

☐ 2. It is about a family life.

2 **Read and answer the questions about the movie reviews.**

1. It is a wonderful and .... movie.

   a) boring   b) magical   c) funny

2. It is a .... scary but awesome.

   a) some   b) any   c) little

3. It is the .... movie of the Harry Potter series.

   a) first   b) second   c) third

1 Read the movie reviews and tick (✓) the main idea.

In this part, ask your students to read the movie reviews and choose a main idea. Then, they compare their answers in class.

KEY

- [x] 1. It is a great fantastic movie but not suitable for kids under 9 years old.
- [ ] 2. It is about a family life.

2 Read and answer the questions about the movie reviews.

In this activity, students read the movie reviews again and answer the questions about them. Then, they compare their answers in class.

KEY
1. b 2.c 3.a

TEACHER'S NOTES
✎ ....

3 Track 23 **Listen to the conversation and take notes about their favourite movies.**

	Sam	Mandy	Michael	Paul
likes				
reason				

4 **Work in small groups and make a conversation as in the listening section.**

5 **Write a comment about a movie you have watched.**

Your favourite movie's name	
Type of the movie	
Stars	
Director	
Your rating	☆ ☆ ☆ ☆ ☆

6 **Read the text below and write your opinion about a movie on a blog.**

Movie Title	Harry Potter
Movie Type (What kind of a movie is it?)	It's a fantastic movie.
Cast (Who are the stars?)	Daniel Radcliffe, Rupert Grint and Richard Harris have lead roles.
Setting (Where / When does it take place?)	It takes place on Surrey, England late 1990s.
Theme (What's it about?)	It's about family and friendship.
Opinion (What do you think about the movie?)	I think it is a fantastic and interesting film. I recommend it.

My Blog

Home Photos Posts Views Search

3 **Listen to the conversation and take notes about their favourite movies.**

Track 23

In this activity, students listen to the recording (track 23) and take notes about the speaker's favourite movies. They fill in the table. Then, they listen to the recording again and check their answers.

KEY

	Sam	Mandy	Michael	Paul
likes	comedies	horror movies	documentaries	science fiction movies
reason	not boring	interesting	exciting and educational	exciting

4 **Work in small groups and make a conversation as in the listening section.**

In this part, students work in small groups. They make a dialogue as in the listening section. Then, they choose their favourite movie given.

KEY

Students' own answers

5 **Write a comment about a movie you have watched.**

In this activity, ask your students to choose a movie they watched. Tell them to go back to the reviews to help them before they write their reviews. Give them about 10 minutes to do the task. Ask them to rate a few movies that they all watched. Their rating will vary and ask them why they gave those ratings. You can do this as a group work or class work. They share their comments with their classmates.

KEY

Students' own answers

6 **Read the text below and write your opinion about a movie on a blog.**

Ask students to read the text below and write their opinions about a movie on a blog.

KEY

Students' own answers

TEACHER'S NOTES

....

....

....

Where can you read the movie reviews?

1 **Match the reviews with the posters below.**

1. I think if you decide to buy a ticket for this movie, I'm sure you will enjoy it. I quite enjoyed it. I advise you to see it. There are a lot of action sequences in this film. ( )

2. This movie is marvelous. You learn that you should believe in yourself. You can take your kids to see it. ( )

3. First, let me say. I loved the book but the movie was awful. It was so boring that I fell asleep while watching the film. It was about fight for food. ( )

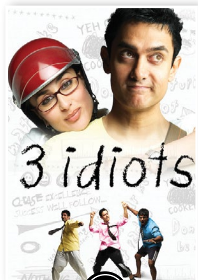
4. It is a comedy movie. I liked it because this film is based on Indian educational system and I think the jokes were funny. The film goes very smooth. The background music supports the film all through the movie. ( )



a



b



c



d



e

2 **Listen to the conversation and fill in the blanks with the suitable expressions below.**

Track 24

cool	in the mood	sounds

A : Are you .... for a movie tonight?

B : Thanks, that .... nice! I really like to watch a movie tonight.

A : ....! Let me take you at 8. Bye.

B : Bye.

3 **Choose a movie in section 1 and make a dialogue to invite your partner to watch. Then act it out with your partner as in section 2.**

4 **Work in pairs. Ask and answer the following questions.**

- Which poster did you like in section 1?
- What is the type of your choice?
- Did you watch it?
- Who is starring in the movie?
- Who is the director of the movie?
- Is there any other information about it?

BET YOU KNOW THIS!

British English	American English
film	movie
the cinema	the movies

3C ARE YOU A MOVIE ADDICT?

1 Match the posters with the reviews.

In this part, ask your students to read the movie reviews and match them with the posters given. Students work individually and they compare their answers in class.

KEY			
1. c	2. a	3. d	4. b

2 Listen to the conversation and fill in the blanks with the suitable expressions below.

Track 24

Students listen to the recording and they fill in the blanks with the suitable expressions given. Then, they compare their answers in class.

KEY

A : Are you in the mood for a movie tonight?

B : Thanks, that sounds nice! I really like to watch a movie tonight.

A : Cool! Let me take you at 8. Bye.

B : Bye.

3 Choose a movie in section 1 and make a dialogue to invite your partner to watch. Then act it out with your partner as in section 2.

In this activity, ask your students to choose a movie in the 1st section. They work in pairs and make a dialogue to invite their partner to watch that movie. Then, they act it out with their partner as in section 2.

KEY
Students' own answers

4 Work in pairs. Ask and answer the following questions.

Ask students to work in pairs. Tell them to ask and answer the following questions.

KEY
Students' own answers

TEACHER'S NOTES

....

....

....

....

5 **Work in pairs. Ask and answer questions about the movie types in the box as in the example.**

TYPES OF MOVIE

comedies | science fiction movies | animation movies | dramas | horror movies | documentaries | action movies

What do you think about ....?

I think ....

I suppose ....

If you ask me ....

Personally, I think ....

e.g.

A : Do you like science fiction movies?

B : Well. Science fiction movies are my favourite ones.

C : Well. I'm not into science fiction movies. I can't stand watching them.

A : What do you think about the "Star Wars"?

B : I think it was a great science fiction movie that gave us unusual ideas about our future.

A : What kind of movies do you like?

C : I'm really into action movies.

A : What do you think about the "Fast and Furious"?

C : Really perfect. I guess the actor won the Oscar last year.

Pronunciation

6 Track 25.1 **a) Listen and practise. Try to hear the difference between / t / and / θ / sounds.**

/ t /	/ θ /
tree	think
cat	mouth
ten	bath
teacher	three

Track 25.2 **b) Listen again and tick (✓) the correct sounds you hear.**

	/ t /	/ θ /
1. tree		
2. think		
3. cat		
4. mouth		
5. ten		
6. bath		
7. teacher		
8. three		

5 **Work in pairs. Ask and answer questions about the movie types in the box as in the example.**

In this part, students work in groups. Ask them to look at the list of movie types given. Then, they talk about movies with their partners using the phrases given. First of all, students read the examples, then do the same. They act it out in class.

KEY
Students' own answers

Pronunciation

6 **a. Listen and practise. Try to hear the difference between / t / and / θ / sounds.**

Track 25.1

Ask students to listen to the recording and practise. Tell them to try to hear the difference between /t/ and /θ/ sounds.

Track 25.2

b. Listen again and tick (✓) the correct sounds you hear.

Ask students to listen again and tick the correct sounds they hear.

KEY

	/ t /	/ θ /
1. tree	✓	
2. think		✓
3. cat	✓	
4. mouth		✓
5. ten	✓	
6. bath		✓
7. teacher	✓	
8. three		✓

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

What do you like doing in your free time?

1 **Tick (✓) the phrases you like doing with your friends.**

- go to the movies
- eat out
- study together
- go to the concerts
- drink something at a cafe
- do marbling
- play computer games
- watch movies at home
- go to an art exhibition
- write a blog

Then share them with your classmates.

e.g. I like going to the movies.

2 **Match the pictures with the phrases. What do they like doing? There is one extra phrase.**

1 

2 

3 

4 

5 

6 

a playing computer games

b doing marbling

c playing soccer

d studying together

e playing tennis

f playing chess

g drinking something at a cafe

Then share them with your classmates.

e.g. The people in picture 1 like studying together.

1 Tick (✓) the phrases you like doing with your friends.

Ask students to tick (✓) the phrases they like doing with their friends.

KEY
Students' own answers

2 Match the pictures with the phrases. What do they like doing? There is one extra phrase.

Ask students to match the pictures with the phrases. Tell them to find that they like doing.

KEY		
1. d	3. f	5. a
2. g	4. b	6. c

TEACHER'S NOTES
✎ ....

Everyday English

3 **Listen to the recording and fill in the blanks with the phrases below.**

Track 26

past	to	the time	what's	quarter to
half past	o'clock	quarter past	what time	

1. .... is it?

2. .... the time?

3. Do you have ....?

4. (8.00) It's eight ....

5. (8.30) It's .... eight.

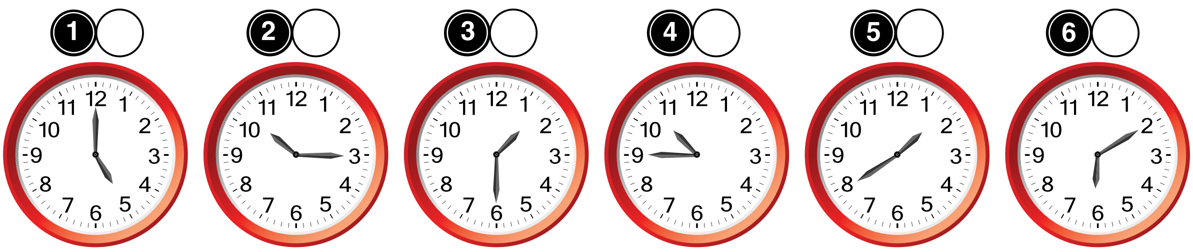
6. (8.15) It's (a) .... eight.

7. (8.45) It's (a) .... nine.

8. (8.10) It's ten .... eight.

9. (8.50) It's ten .... nine.

4 **Match the clocks with the sentences. There is one extra sentence.**



a. It is half past one.

b. It is ten past six.

c. It is a quarter past ten.

d. It is five o'clock.

e. It is ten to six.

f. It is a quarter to eleven.

g. It is twenty to two.

5 **Read the dialogue and fill in the blanks with the suitable phrases below.**

sleeping	can you tell	horror film	wake up	you know	I couldn't

Mother : Oh, Tina. Are you still sleeping? ...., please. It's nearly noon.

Tina : Oh, no. .... the time, mum?

Mother : It's 11.20 and you are still ....

Tina : Mum, ... I like getting up early but I watched a .... last night. I went to bed late. So .... wake up early.

Mother : Tina, you have an English lesson at 2.30 in the afternoon. Be quick.

Tina : OK, mum.

Track 27

Listen to the recording and check your answers.

Everyday English

3 **Listen to the recording and fill in the blanks with the phrases below.**

Track 26

In this part, students listen to the recording and they fill in the blanks with the phrases below. This activity aims to teach students asking and telling the time. They listen to the recording and fill in the blanks with the phrases below. Students compare their answers in class.

KEY				
1. what time	3. the time	5. half past	7. quarter to	9. to
2. what's	4. o'clock	6. a quarter past	8. past	

4 **Match the clocks with the sentences. There is one extra sentence.**

Ask your students to match the clocks with the sentences given. They compare their answers in class.

KEY		
1. d	3. a	5. g
2. c	4. f	6. b

5 **Read the dialogue and fill in the blanks with the suitable phrases below.**

Students are asked to read the dialogue and fill in the blanks with the suitable phrases given. Then, they listen to the recording and check their answers.

KEY	
1. wake up	5. horror film
2. can you tell	6. I couldn't
3. sleeping	
4. you know	

TEACHER'S NOTES

....

....

....

....

....

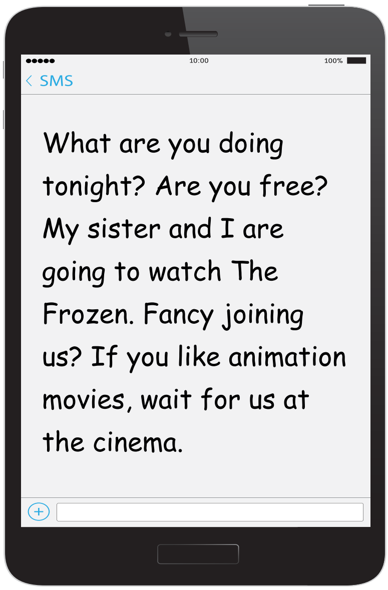
....

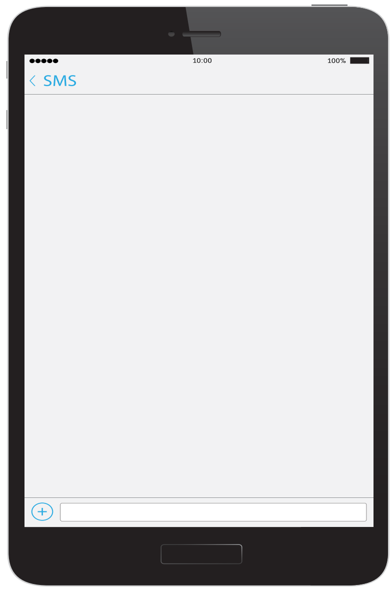
....

E-Portfolio

Write a text message to invite your friend for a movie as in the example. Take a picture of it. Upload it on your school blog.

e.g.





Video Blog Entry

Write your own movie review. Think about these questions.

1. What movie did you watch last week?
2. What type of a movie was it?
3. Did you like the movie?
4. Did you dislike the movie? Why?

Record yourself reading the movie review and put it on your school blog.

Self Assessment

I can detect familiar words / phrases about likes / dislikes and hobbies in a recorded text.			
I can talk about my free time activities.			
I can tell the time and the date.			
I can invite my friend to the cinema.			
I can read movie reviews on blogs.			
I can write about a movie on my blog.			
I can reorder a conversation about making invitations / offers.			
I can make preferences about my hobbies and free time activities.			
I can act out a dialogue about accepting and refusing an invitation.			

E-Portfolio

Write a text message to invite your friend for a movie as in the example. Take a picture of it. Upload it on your school blog.

Ask students to write a text message to invite their friends for a movie as in the example. Tell them to take pictures of them and upload them on their school blog.

KEY
Students' own answers

Video Blog Entry

Work in pairs and write your own movie review. Think about these questions.

Ask students to work in pairs and write their own movie reviews. Tell them to think about these questions.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

TEACHER'S NOTES

Theme 4

HUMAN IN NATURE



Functions and Useful Language	Language Skills and Learning Outcomes
1. Describing daily routines **2.** Talking about abilities **3.** Talking about frequencies of activities I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays. - How often do you go trekking? - Sometimes. - Once a week. Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.	**Listening** E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. **Pronunciation** E9.4.P1. Students will be able to pronounce /s/, /z/ and /ız/ sounds. Eg. runs /rʌns/ brings /brıŋz/ watches /wɒtʃız/ **Speaking** E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. **Reading** E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. **Writing** E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.

1 **Match the pictures with the phrases below. There is one extra phrase.**



1 ....



2 ....



3 ....



4 ....



5 ....



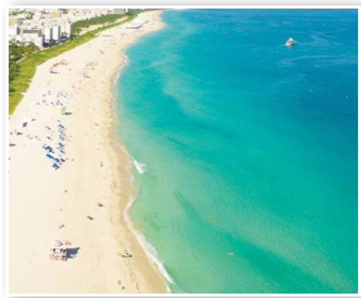
6 ....



7 ....



8 ....



9 ....

beach	lake	island	waterfall	mountain/mount
forest	river	ocean	valley	desert

2 **Fill in the blanks with the given words in section 1.**

1. Manavgat ...., Türkiye.
2. The Gobi ...., Asia.
3. Miami ...., Florida.
4. Baikal ...., Russia.
5. .... Everest, Asia.
6. Belgrad ...., Türkiye.
7. The Nile ...., Africa.
8. The Arctic ...., The North Pole.
9. Phuket ...., Thailand.

4A I LOVE NATURE

1 Match the pictures with the phrases below. There is one extra phrase.

Ask students to match the pictures with the phrases below.

KEY				
1. waterfall	3. island	5. lake	7. desert	9. beach
2. mountain /mount	4. forest	6. river	8. ocean	

2 Fill in the blanks with the words in section 1.

Ask students to fill in the blanks with the phrases in section 1.

KEY				
1. Waterfall	3. Beach	5. Mount	7. River	9. Island
2. Desert	4. Lake	6. Forest	8. Ocean	

TEACHER'S NOTES

What do you do during your summer holiday?

3 **a) Imagine you are on a tropical island. Look at the questions and prepare answers for a TV interview.**

1. How do you describe the island?
2. What problems do you have on the island?
3. How do you feel? Are you happy?
4. How do you spend your time on the island?
5. What basic things have you got with you?
6. How long can you survive without water?



b) Work in pairs. Follow the instructions.

Student A

You are a TV reporter. Ask your partner the questions in section 3a.

Student B

You live on an island. Answer the TV reporter's questions.

c) Change the roles and do the activity in section 3b again.

4 **Imagine you are on an island. Write your island diary. Think about these questions.**

✓ Describe the island. Do you like it?
✓ What problems do you have?
✓ How do you spend your time?
✓ What things do you take with you?
✓ How do you feel?

3 **a. Imagine you are on the tropical island. Look at the questions and prepare answers for a TV interview.**

Ask students to imagine they are on the tropical island. Tell them to look at the questions and prepare answers for a TV interview.

KEY
Students' own answers

b. Work in pairs. Follow the instructions.

Ask students to work in pairs. Tell them to follow the instructions.

KEY
Students' own answers

4 **Imagine you are on the island. Write your island diary. Think about these questions.**

Ask students to imagine they are on the island. Tell them to write their island diaries and think about these questions.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....
....
....
....
....
....
....
....
....

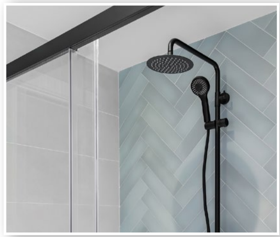
4B DAILY ROUTINES

1 a) Fill in the blanks with the words below.

watch	have x4	go	wash
walk	get	brush	do x2



1 .... up



2 .... a shower



3 .... breakfast



4 .... teeth



5 ....to school



6 .... lessons



7 .... sport



8 .... homework



9 .... dinner



10 .... the dishes



11 .... TV



12 .... to bed

Track 28

b) Listen to the recording and check your answers. Then repeat.

4B DAILY ROUTINES

1 a) Fill in the blanks with the words below.

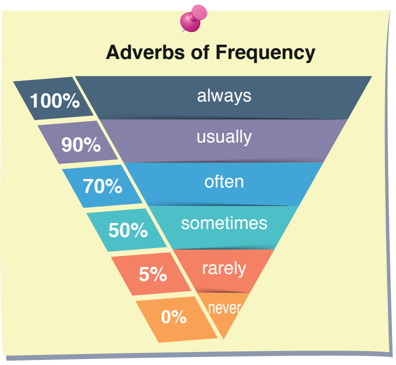
Ask students to fill in the blanks with the words below.

KEY					
1. get	3. have	5. walk	7. do	9. have	11. watch
2. have	4. brush	6. have	8. do	10. wash	12. go

TEACHER'S NOTES

2 a) **Work in pairs. Ask and answer the following questions as in the example. Note the answers.**

e.g. Student A : What time do you get up on weekdays?
Student B : I get up at seven on weekdays.



Adverbs of frequency tell us how often something happens. They go before the main verb, but after the verb "to be".

e.g.

Rita often goes swimming. She is never late.

- ✓ What time do you get up on weekdays?
- ✓ Do you have breakfast every morning?
- ✓ How often do you brush your teeth?
- ✓ What time do you leave home?
- ✓ How do you go to school?
- ✓ What time do your classes start?
- ✓ Where do you have lunch?
- ✓ What time do you have lunch?
- ✓ What do you do after school?
- ✓ What do you do in the evenings?
- ✓ What time do you have dinner?
- ✓ Do you check your e-mails after dinner?
- ✓ What time do you go to bed?

time expressions

- ✓ always / usually / often / sometimes / rarely / never
- ✓ **in** the morning / afternoon / evening
- ✓ **at** noon / night / midnight
- ✓ **on** weekdays
- ✓ **at** weekends
- ✓ **on** Mondays / Fridays / Saturdays
- ✓ **at** 8 p.m.
- ✓ early / late
- ✓ **every** day / morning / week / year

3 b) **Write a paragraph about your partner's daily routines and how often he/she does the activities. Share it in the class.**

....

....

....

....

2 **a) Work in pairs. Ask and answer the following questions as in the example. Note the answers.**

Ask students to work in pairs. Tell them to ask and answer the following questions as in the example. Tell them to note the answers.

KEY
Students' own answers

3 **b) Write a paragraph about your partner's daily routines and how often he/she does the activities. Share it in the class.**

Ask students to write a paragraph about their partners' daily routines. Tell them to sahare their answers in the class.

KEY
Students' own answers

TEACHER'S NOTES
✎

4 Track 29 **Listen to Joe and complete the sentences with the correct adverbs of frequency.**

1. Joe ....wakes up early on Saturday morning.
2. He .... watches TV in the morning.
3. In the afternoon, he .... goes out with his friends.
4. In the evening, he .... watches sports on TV.
5. He .... reads a book in his bedroom.
6. He is .... in bed before midnight.

5 Track 30 **Listen to the recording and write the phrases in the correct places.**

Sunday	the morning
morning	seven a.m.
the weekend	Friday
the evening	night
afternoon	evening
Saturday	the afternoon

on	**at**	**in**	**every**
Sunday..................	seven a.m................	the morning............	morning....................
....	....	....	....
....	....	....	....

6 Track 31 **a) Listen to Eva and Tina. Circle the correct options.**

1. Martin is in **the Arctic / Canada / Antarctica.**
2. He is **an engineer / a teacher / a doctor.**
3. People at the weather station work **five / six / seven** days a week.
4. They have **two / three / four** months off a year.

b) What does Martin do in his free time? What do you think? Choose four activities below and tick (✓).

◯ read books	◯ watch TV	◯ play tennis	◯ go skiing
◯ take photos	◯ go swimming	◯ listen to music	◯ go dancing
◯ watch sport on TV	◯ go running	◯ listen to the radio	◯ go fishing

4 Listen to Joe and complete the sentences with the correct adverbs of frequency.

Track 29

Ask students to listen to Joe and complete the sentences with the correct adverbs of frequency.

KEY		
1. usually	3. often	5. sometimes
2. sometimes	4. sometimes	6. always

5 Listen to the recording and write the phrases in the correct places.

Track 30

Ask students to listen to the recording and write the phrases in the correct places.

KEY

on	at	in	every
Sunday	seven a.m.	the morning	morning
Saturday	the weekend	the evening	afternoon
Friday	night	the afternoon	evening

6 a) Listen to Eva and Tina. Circle the correct options.

Track 31

Ask students to listen to Eva and Tina. Tell them to circle the correct options.

KEY			
1. Antarctica	2. an engineer	3. six	4. three

b) Work in pairs. What does Martin do in his free time? What do you think? Choose four activities below and tick (✓).

Ask students to work in pairs. Tell them to talk about what Martin does in his free time. Tell them to choose four activities below and tick (✓).

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....

Track 32

c) Listen and check. Are your guesses correct?

Track 33

d) Listen to the whole conversation and circle the correct options.

1. Martin **usually / often / never** reads a book.
2. He **always / sometimes / never** listens to the radio.
3. He **always / usually / rarely** watches a lot of sports on TV.
4. He **sometimes / rarely / never** goes skiing.
5. He **always / usually / sometimes** goes running.
6. He **always / sometimes / rarely** takes a lot of photos.
7. He goes swimming **every day / once a week / once a year.**
8. He **often / rarely / never** phones Tina.
9. He **always / often / never** sends e-mail.

7 **a) Read the speech bubbles and match them with the pictures. There is one extra picture.**

1 ◯ I feed the dolphins regularly. I swim and dive to take care of them.

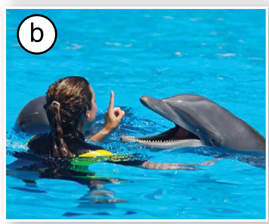
2 ◯ I run fast to take the best pictures of the wild animals.

3 ◯ I climb tall buildings to save the people from fire.

4 ◯ I speak four languages to talk to tourists.


a


d


b


e


c

b) Match the speech bubbles with the jobs below. There is one extra job.

- ☐ wildlife photographer
- ☐ dolphin trainer
- ☐ scientist
- ☐ firefighter
- ☐ tourist guide

c) Work in pairs. Talk about the jobs in section 7a.

e.g.

Student A : What can the dolphin trainer do?

Student B : She can swim and dive well.

Student A : What can't she do?

Student B : She can't climb tall buildings.

c) Listen and check. Are your guesses correct?

Ask students to listen to the recording and check. Tell them to check their answers.

d) Listen to the whole conversation and circle the correct options.

Ask students to listen to the whole conversation and circle the correct options.

KEY				
1. never	3. usually	5. sometimes	7. once a year	9. often
2. never	4. sometimes	6. always	8. rarely	

7 a) Read the speech bubbles and match them with the pictures. There is one extra picture.

Ask students to read the speech bubbles and match them with the pictures.

KEY			
1. b	2. d	3. a	4. e

b) Match the speech bubbles with the jobs below. There is one extra job.

Ask students to match the speech bubbles with the jobs below.

KEY	
2 wildlife photographer	1 dolphin trainer
4 tourist guide	3 firefighter

c) Work in pairs. Talk about the jobs in section 1a.

Ask students to work in pairs. Tell them to talk about the jobs in section 1a.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....

Are people born with different abilities?

1 **Match the pictures with the phrases below. There one extra phrase.**

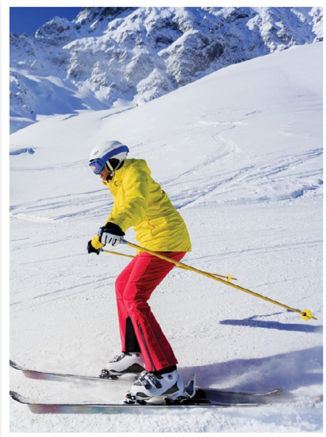
1 ◯


2 ◯


3 ◯


4 ◯


5 ◯


6 ◯


(a) skiing (b) kayaking (c) snowboarding (d) hiking

(e) rafting (f) bungee jumping (g) rock climbing

2 **What can Sheila do? Look at the phrases below and guess what she can do.**

e.g. She can climb mountains.

- ❍ climb mountains
- ❍ ski
- ❍ run marathons
- ❍ ride horses
- ❍ swim
- ❍ dive



3 **Listen and check your answers.**

Track 34

1 **Match the pictures with the phrases below. There one extra phrase.**

Ask students to match the pictures with the phrases below.

KEY					
1. c	2. d	3. e	4. g	5. b	6. a

2 **What can Sheila do? Look at the phrases below and guess what she can do.**

Ask students to look at the phrases below and make sentences about what Sheila can do.

KEY
Students' own answers

3 **Listen and check your answers.**

Track 34

Ask students to listen to the recording and check their answers.

TEACHER'S NOTES

....

4 **Work in groups. Use the phrases to ask and answer.**

How often do you ....?

- ✓ go trekking
- ✓ read in bed
- ✓ buy a newspaper
- ✓ do the shopping
- ✓ meet your friends
- ✓ catch a bus
- ✓ go to the library
- ✓ send text messages

e.g. A : How often do you go trekking?
B : Sometimes.
C : Once a week.

5 **Tell the classmates about you and your partners.**

e.g. I often go trekking. Linda sometimes goes trekking. Peter goes trekking once a week.

6 **Write a few sentences about what you do at weekends. Use adverbs of frequency (always, usually, often, sometimes, never).**

....

....

....

Pronunciation

7 Track 35.1 **Listen and tick (✓).**

	/ s /	/ z /	/ ɪz /
1. I bring - he brings			
2. I do - he does			
3. I work - he works			
4. I know - he knows			
5. I try - he tries			
6. I say - he says			
7. I fall - he falls			
8. I catch- he catches			
9. I get up - he gets up			
10. I watch - he watches			

Track 35.2 **Listen again and repeat.**

4 **Work in groups. Use the phrases to ask and answer.**

Ask students to work in groups. Tell them to use the phrases to ask and answer.

KEY
Students' own answers

5 **Tell the classmates about you and your partners.**

Ask students to tell the classmates about them and their partners.

KEY
Students' own answers

6 **Write a few sentences about what you do at weekends. Use adverbs of frequency (always, usually, often, sometimes, never).**

Ask students to write a few sentences about what they do at weekends. Tell them to use adverbs of frequency (always, usually, often, sometimes, never).

KEY
Students' own answers

Pronunciation

7 **Listen and tick (✓).**

Track 35.1 Ask students to listen to the recording and tick (✓) the suitable places.

	/ s /	/ z /	/ ɪz /
1. I bring - he brings		✓	
2. I do - he does		✓	
3. I work - he works	✓		
4. I know - he knows		✓	
5. I try - he tries		✓	
6. I say - he says		✓	
7. I fall - he falls		✓	
8. I catch- he catches			✓
9. I get up - he gets up	✓		
10. I watch - he watches			✓

Track 35.2 **Listen again and repeat.**

Ask students to listen to the recording again and repeat.

8 Listen and match the sentences with the speakers.

Track 36

This speaker

A. can ride horses.

B. can play basketball well.

C. can't sing well.

D. can't swim.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

We use **can** to talk about ability.

9 a) Read the text and tick (✓) the suitable places in the table.



Robert Pattinson is a famous film star. He is English. He is Edward Cullen in the Twilight series. He can do different things in the films. They are amazing. For example, he can run very fast. He can live under water. He can read people's thoughts. He can't read people's thoughts or live under water in reality! But he can do other things. He can write songs. For example, "Never Think" is a song from the Twilight films. He discovered his love for music long before acting. He started learning the guitar and piano at the age of four. He can also sing well.

Activity	Robert Pattinson	You	Your partner
1. play the piano			
2. play the guitar			
3. do extreme sports			
4. write songs			
5. sing a song			
6. run very fast			

b) Work in pairs. Ask and answer the questions about the activites in the table. Complete the third column of the table.

e.g. A : Can you play the piano?
B : Yes, I can. / No, I can't.

c) Tell the class about you and your partner.

e.g. Ahmet can play the piano but I can't.

8 Listen and match the sentences with the speakers.

Track 36

Ask students to listen to the recording and match the sentences with the speakers.

KEY
Speaker 1 - C Speaker 2 - B Speaker 3 - D Speaker 4 -C,A

9 a) Read the text and tick (✓) the suitable places in the table.

Ask students to read the text and tick (✓) the suitable places in the table.

KEY

Activity	Robert Pattinson	You	Your partner
1. play the piano	✓		
2. play the guitar	✓		
3. do extreme sports			
4. write songs	✓		
5. sing a song	✓		
6. run very fast			

Students' own answers

b) Work in pairs. Ask and answer the questions about the activites in the table. Complete the third column of the table.

Ask students to work in pairs. Tell them to ask and answer the questions about the activities in the table. Tell them to complete the third column of the table.

KEY
Students' own answers

c) Tell the class about you and your partner.

Ask students to tell the class about them and their partners.

KEY
Students' own answers

What can we do to prevent natural disasters?

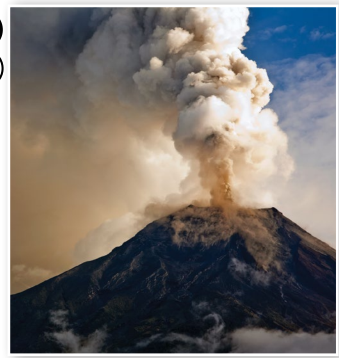
1 Match the pictures with the natural disasters. There is one extra word.

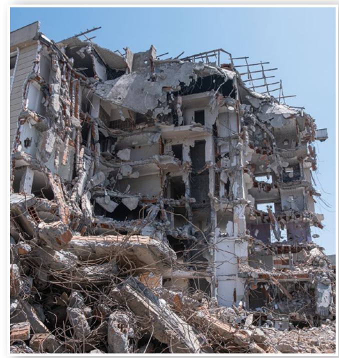
1 ◯ 

2 ◯ 

3 ◯ 

4 ◯ 

5 ◯ 

6 ◯ 

a earthquake | b flood | c tsunami | d avalanche
e tornado | f volcanic eruption | g landslide

2 Fill in the blanks with the suitable words below.

Avalanche | Tsunami | Tornado
Earthquake | Flood | Drought

1. .... is a very strong wind that moves in a circle.
2. .... is a sudden movement of the Earth's surface and it sometimes causes great damage.
3. .... is a long period of time when there is very little or no rain.
4. .... is a large amount of water covering an area that is usually dry land.
5. .... is a large amount of ice, snow and rock falling quickly down the side of a mountain.
6. .... is an extremely large wave caused by a violent movement of the earth under the sea.

1 **Match the pictures with the natural disasters. There is one extra word.**

In this activity, students look at the pictures and match them with the natural disasters. As stated in the title of the unit, the topic is disasters. Students work individually and they compare their answers in class.

KEY
1.b 2.d 3.c 4.e 5.f 6.a

2 **Fill in the blanks with the suitable words below.**

Students read the sentences about the natural forces. Then, they fill in the blanks with the words given. They compare their answers in class.

KEY					
1. Tornado	2. Earthquake	3. Drought	4. Flood	5. Avalanche	6.Tsunami

TEACHER'S NOTES

3. Look at the picture below. Where is the man? What is he doing at the moment? Share your ideas with your classmates.



4. Listen to the recording and find the natural disaster.

Track 37

5. Read the conversation below and answer the questions.

Robert : Hey, Aida. I had a bad dream last night. I was very scared of it.

Aida : What did you see in your dream, Robert?

Robert : While I was snowboarding, an avalanche occurred. When I woke up, I was screaming.

Aida : An avalanche? What is it? What causes avalanches?

Robert : It is a phenomenon of nature. When there is too much snow on a mountain, some of the snow may fall, causing damage to the things in its path. This is called "avalanche".

Aida : You are lucky because it was just a dream.

Robert : Oh, I know it.

1. What are they talking about?

   ....

2. What is an avalanche?

   ....

3. Did Robert see a nice dream or a bad dream?

   ....

4. What was he doing when he woke up?

   ....

5. Did Aida know the meaning of "avalanche"?

   ....

6. Who explained its meaning to her?

   ....

3 **Look at the picture below. Where is the man? What is he doing at the moment?**

In this part, ask your students to look at the picture. They look at the picture and answer the questions given. They share their ideas in class.

KEY
Students' own answers

4 **Listen to the recording and find the natural disaster.**

Track 37

In this activity, students listen to the recording and guess the name of the natural disaster. Then, they compare their answers in class.

KEY
Earthquake

5 **Read the conversation below and answer the questions.**

In this part, students are asked to read the conversation given. They read it and answer the questions. Then, they compare their answers in class. Students practise the dialogue in class.

KEY
1. They are talking about avalanche.
2. An avalanche is a large amount of ice, snow and rock falling down the side of a mountain.
3. He saw a bad dream.
4. He was screaming when he woke up.
5. No, she didn't. / No, she didn't know the meaning of "avalanche".
6. Robert did. / Robert explained its meaning to her.

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....
....

6 **a) Answer the following questions.**

1. What natural disasters are common in your country?
2. What are the names of the natural disasters in the newspaper article?

b) Read the newspaper article and match the number of the paragraphs with the disasters given below.

1. ____________

It occurs when there is little or no rain for a long time. It has an impact on agriculture and the ecosystem. It also has harmful effects on the economy. People should save water.

2. ____________

It's a natural disaster caused by too much rain or water in an area. A lot of different conditions can cause it. Long rainfalls often cause them. People should plant more trees and they shouldn't settle in risky areas. It mostly occurs in the Black Sea Region of Türkiye. Heavy rain, melting snow, steep slopes and earthquakes trigger them.





3. ____________

It's a sudden shaking of the ground. It causes a lot of damage. It can be violent. Many roads, bridges and buildings can collapse. It can cause the deaths of many people. Türkiye is at the risk of it all the time because it is located on many fault zones. We should educate people on how to act during and after it.

4. ____________

It is a series of waves that happens when water in a lake or sea is quickly displaced. Some natural disasters can cause it. The most common cause is the undersea earthquakes. It impacts the coastal areas.

5. ____________

A violent storm that spins in a big circle and destroys everything along its way. It looks like a funnel. It usually has a narrow end and it touches the earth's surface and gets wider.

1

◯ Tsunami

◯ Earthquake

◯ Drought

◯ Landslide

◯ Tornado

c) Match the words from the texts with their meanings. There is one extra phrase.

☐ 1. trigger
☐ 2. collapse
☐ 3. impact
☐ 4. occur

a. to fall down
b. to happen
c. to hit
d. to make something start to happen
e. to finish

d) Read the text and answer the questions.

1. What causes tsunamis? ....
2. What are the results of an earthquake? ....
3. What is the main reason behind the earthquakes in Türkiye? ....
4. What causes landslides? ....

6 **a) Answer the following questions.**

Ask students to answer the following questions.

KEY
Students' own answers

b) Read the newspaper article and match the number of the paragraphs with the disasters given below.

Ask students to read the newspaper article and match the number of the paragraphs with the disasters given below.

KEY

(4) Tsunami (1) Drought (5) Tornado

(3) Earthquake (2) Landslide

c) Match the words from the texts with their meanings. There is one extra phrase.

Ask students to match the words from the texts with their meanings.

KEY
1.d 2.a 3.c 4.b

d) Read the text and answer the questions.

Ask students to read the text and answer the questions.

KEY

1. Some natural disasters can cause tsunamis.
2. Many roads, bridges and buildings can collapse. It can cause deaths of many people.
3. Türkiye is located on many fault zones.
4. Too much rain or water cause them.

TEACHER'S NOTES

....

....

....

....

....

....

E-Portfolio

Prepare a poster about how to protect our nature and write your slogan on it as in the examples below. Then write a short paragraph about love for nature. Present your poster to your friends.









Self Assessment

I can identify the subject of a text with the help of familiar words while listening.			
I can identify time expressions of daily routines while listening.			
I can talk about my abilities.			
I can talk about my daily activities and frequencies of them.			
I can identify specific information in an article on effects of natural events.			
I can scan reading passages about people to find out different abilities.			
I can write an opinion paragraph about love for nature.			

E-Portfolio

Prepare a poster about how to protect our nature and write your slogan on it as in the examples below. Then write a short paragraph about love for nature. Present your poster to your friends.

Ask students to prepare their posters about how to protect our nature and write their slogans on them as in the examples below. Tell them to present their posters to their friends.

KEY
Students' own answers

TEACHER'S NOTES
✎

TEACHER'S NOTES

Theme 5

INSPIRATIONAL PEOPLE



Functions and Useful Language	Language Skills and Learning Outcomes
1. Asking about and describing people's appearances and characters **2.** Comparing characteristics and appearances **3.** Expressing opinions (Agreeing, disagreeing, etc…) **4.** Talking about current activities Who inspires you most in Turkish history? What is s/he like? What does…look like? How old/tall/long…? What color……? She has got blonde/wavy hair/a purple headscarf. In the picture Claire's hair is shorter than Hanna's. Who is your favorite sportsman/sportswoman? S/he is a born singer. He has got a natural talent for sports. - I think George is more emotional than Jay. - I disagree with you, I think vice versa. In my opinion… I totally disagree./I'm afraid, I disagree… She is getting ready for the shot. Is the producer working on a new film? The famous football player is visiting charity organizations for the refugees now.	**Listening** E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text. **Pronunciation** E9.5.P1. Students will be able to practice /ŋ/ sound. Eg. Bringing /brɪŋɪŋ/ **Speaking** E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures. **Reading** E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. **Writing** E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions. E9.5.W2. Students will be able to write a text describing their inspirational character.

1 Listen to the recording and write the names under the pictures.

Track 38









....	....	....	....

2 a) Fill in the blanks according to the information in section 1.

age	build	height
....	....	....
....	....	....
....	....	....
....	....	....

hair types	other features	appearance
....	....	....
....	....	....
....	....	....
....	....	....

5A LIVING LEGENDS

1 **Listen to the recording and write the names under the pictures.**

Track 38

Ask students to listen to the recording and write the names under the pictures.

KEY			
Jill	Alex	Rita	Martin

2 **a) Fill in the blanks according to the information in section 1.**

Ask students to listen to the recording again and fill in the blanks.

age	build	height
middle - aged young	overweight slim plump	middle - height tall medium - height

hair types	other features	appearance
dark hair curly brown hair long straight fair hair	bold dark skin	beautiful pretty

TEACHER'S NOTES

b) **Work in pairs. Describe your friends using the phrases in the tables. Ask and answer questions.**

e.g.

A : What does your deskmate look like?

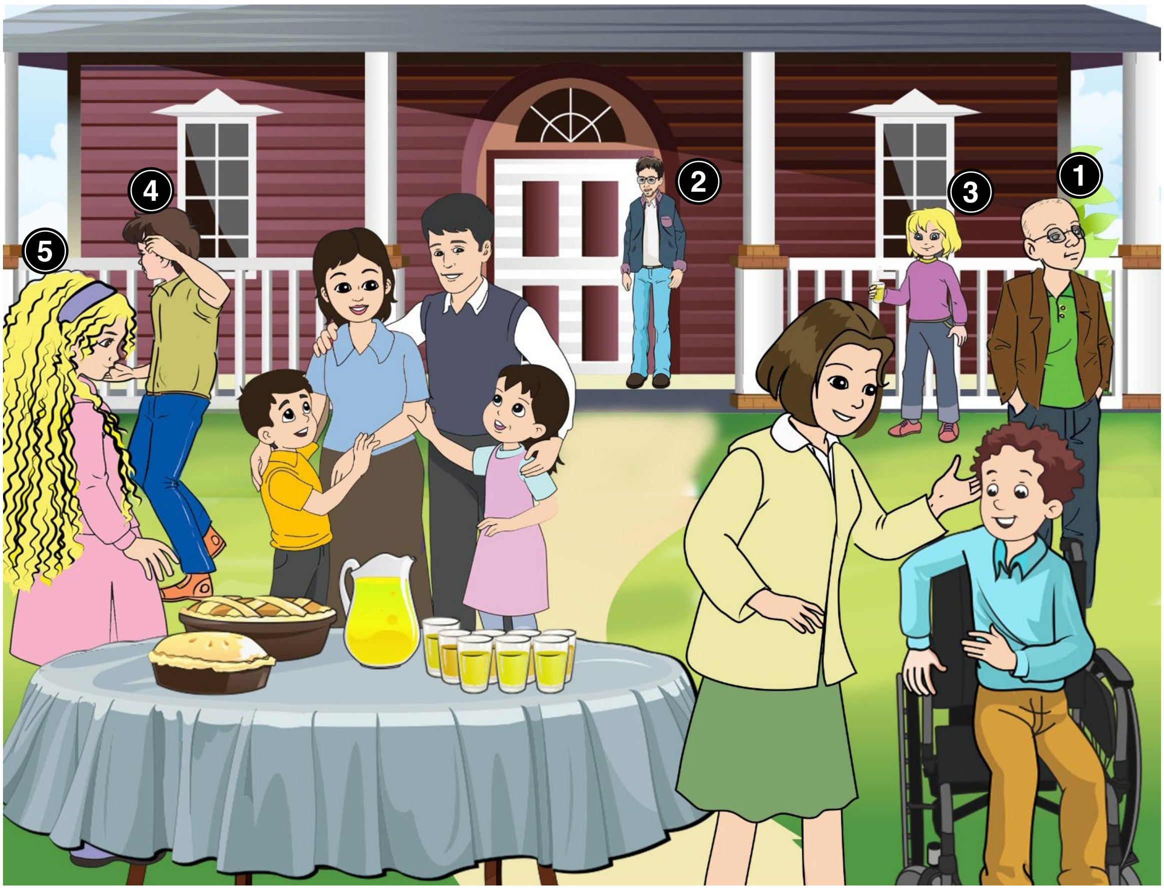
B : He/She is tall and thin. He/She has got blue eyes and fair hair.

3 **Compare the people in section 1.**

e.g. Jill is taller than Rita.

4 **Listen to the recording and write the numbers next to their names.**

Track 39.1



☐ **Daniel** ☐ **Shila** ☐ **Ted** ☐ **Kristen** ☐ **Bob**

5 **Listen to the recording again and fill in the blanks.**

Track 39.2

1. .... is standing by the door.
2. .... is holding a drink.
3. .... is wearing a brown jacket.
4. .... is dancing.
5. .... is smiling.

b) Work in pairs. Describe your friends using the phrases in the tables. Ask and answer questions.

Ask students to work in pairs. Tell them to describe their friends using the phrases in the table. Tell them to ask and answer.

KEY
Students' own answers

3 Compare the people in section 1.

Ask students to compare the people in section 1.

KEY
Students' own answers

4 Listen to the recording and write the numbers next to their names.

Track 39.1

Ask students to listen to the recording and write the numbers next to their names.

KEY				
2 Daniel	5 Shila	1 Ted	3 Kristen	4 Bob

5 Listen to the recording again and fill in the blanks.

Track 39.2

Ask students to listen to the recording again and fill in the blanks.

KEY		
1. Daniel	3. Ted	5. Shila
2. Kristen	4. Bob	

TEACHER'S NOTES

✎ ....

Are there any well-known people you like? Why do you like them?

6 **Read the dialogue below and fill in the blanks with the expressions below.**

How old is she	Is she beautiful	What is she like
What does she look like	cool	she is a born star



Nina : Who is your favourite movie star?

Deniz : My favourite star is Elsa Wood.

Nina : ❶...?

Deniz : She is tall and slim.

Nina : ❷.....................................?

Deniz : Yes, she is a very beautiful woman.

Nina : ❸....................................?

Deniz : She is talented. I think, ❹............................... .

Nina : ❺.................................?

Deniz : I don't know her age but she is young.

Nina : What colour are her eyes?

Deniz : She has got beautiful hazel eyes.

Nina : ❻.......................! What colour is her hair?

Deniz : She has got long straight brown hair. I like her hairstyle very much.

Track 40 **Listen to the conversation and check your answers.**

7 **Work in pairs. Write a dialogue with your partner. Act it out.**

Student A

Ask your partner about his/her favourite singer or band.

Student B

Answer your partner's questions about your favourite singer or band.

e.g. A : What's your favourite band's name?

B : ....

A : Where are they from?

B : ....

A : What type of music do they make?

B : ....

6 Read the dialogue below and fill in the blanks with the expressions below.

Ask your students to read the dialogue given. They read it and fill in the blanks with the expressions given. Then, they listen to the recording and check their answers.

KEY		
1. What does she look like	3. What is she like	5. How old is she
2. Is she beautiful	4. she is a born star	6. Cool

7 Work in pairs. Write a dialogue with your partner. Act it out.

In this activity, students work in pairs. They read the instructions and write a dialogue with their partners. Then, they act it out in class.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

1 **Match the words with the suitable definitions below. There is one extra definition.**

( ) 1	celebrity	a	a brave person who is not afraid of anything
( ) 2	talent	b	the main actor/actress in a film or series
( ) 3	idol	c	a person's natural ability
( ) 4	hero/heroine	d	a famous person
( ) 5	star	e	very popular (song, film)
		f	a famous person many people admire or love

2 **Fill in the blanks with the words below.**

star	hero	celebrity	idol

1. I want to be a .... because I want everybody to know me. It is nice to have a lot of people around you.
2. Mel Gibson is my .... In "Braveheart", he's not afraid of anything and I think he is brave.
3. Ece wants to be a movie .... She always dreams of being the lead actress in a film.
4. My sister's .... is Tarkan. She really loves and admires him.

BET YOU KNOW THIS!

To express our personal opinions, to agree or disagree with an opinion, we use the expressions given below.

giving an opinion	agreeing	disagreeing
In my opinion	You are right.	That's not right.
I believe that	That's right.	I totally disagree.
I think	I totally agree.	I don't agree with you.
I don't think	Yes, I agree.	I'm not sure about that.
To me	Exactly!	I'm afraid, ...
In my view		I disagree with you.
In my experience		

1 Match the words with the suitable definitions below. There is one extra definition.

In this activity, students work individually and match the words with their definitions. Then, they compare their answers in class.

KEY				
1. d	2. c	3. f	4. a	5. b

2 Fill in the blanks with the words below.

In this part, ask your students to fill in the blanks with the words given. They read the sentences and fill in the blanks with the words given. Then, they compare their answers in class.

KEY			
1. celebrity	2. hero	3. star	4. idol

TEACHER'S NOTES

✎ ....

Which well-known person would you like to meet? Why?

3 a) **Listen to the conversation and fill in the blanks.**

Track 41.1

Renda : What do you think about being famous?

Ayşe : ❶............................, it is not good to be famous.

Renda : Why?

Ayşe : ❷............................, too many people always follow you. They want to talk to you and they want to take your photo. It is more difficult to be famous than to be an ordinary person.

Renda : ❸.. . It is great to be famous. ❹.................................. people are always nice to you and you have a lot of money. You know George Watson, don't you? He is my favourite celebrity. Everybody knows him. There are always a lot of people around him. He can buy whatever he wants because he is rich. ❺............................ he is the most handsome and the best actor.

Ayşe : ❻............................! Bob Swan is more handsome than George Watson and is a better actor. Bob Swan is younger than George Watson.

Renda : ❼...! I think vice versa. George Watson is younger than Bob Swan, but he is still a great actor. ❽........................, he is more outgoing than Bob Swan.

Ayşe : I'm afraid, ❾................................ . He never talks much during the interviews. Bob Swan is more outgoing than George Watson but they are both very famous and handsome.

Renda : ❿..................................! They are both very famous and handsome.

Track 41.2

b) **Listen to the conversation again and check your answers. Then fill in the table.**

Name	What is he like?	What does he look like?
Bob Swan	....	....
George Watson	....	....

c) **Read the conversation again and tick (✓) the suitable column.**

	True	False
1. Bob Swan is younger than George Watson.		
2. George Watson isn't famous.		
3. There are a lot of people around George Watson.		
4. George Watson is older than Bob Swan.		
5. Bob Swan is more outgoing than George Watson.		
6. They are both very famous and handsome.		

4 **Work in pairs. Discuss and compare the characteristics of different celebrities with your partner.**

3 **a) Listen to the conversation and fill in the blanks.**

Track 41.1

In this activity, ask your students to listen to the conversation and fill in the blanks with the words they hear. The two celebrities are meant to be compared in terms of personality and physical appearance. Students listen to the conversation and fill in the blanks with the words given. Then, they listen to the conversation again and check their answers.

KEY	
1. In my opinion	6. I totally disagree
2. I think	7. That's not right
3. I don't agree with you	8. In my opinion
4. I believe that	9. that is not true
5. I think	10. I totally agree

Track 41.2

b) Listen to the conversation again and check your answers. Then fill in the table.

They fill in the blanks in the table according to the conversation and compare their answers in class.

Name	What is he like?	What does he look like?
Bob Swan	outgoing	handsome
George Watson	outgoing	handsome

c) Read the conversation again and tick (✓) the suitable column.

Ask your students to read the conversation again and tick (✓) the suitable places in the table. They listen and read the conversation again and tick (✓) the suitable places.

	True	False
1. Bob Swan is younger than George Watson.	✓	
2. George Watson isn't famous.		✓
3. There are a lot of people around George Watson.	✓	
4. George Watson is older than Bob Swan.	✓	
5. Bob Swan is more outgoing than George Watson.		✓
6. They are both very famous and handsome.	✓	

4 **Work in pairs. Discuss and compare the characteristics of different celebrities with your partner.**

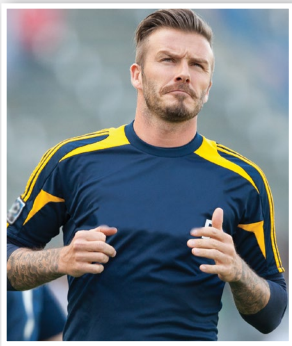
Ask your students to work in pairs. Tell them to discuss and compare the characteristics of different celebrities with their partner.

1 **Answer the questions.**

Who are your favourite pop stars, sports stars and actors / actresses? Why?

2 **a) Read the article and answer the questions.**

David Beckham



Birthday : 2^{nd} May

Nationality : English

Occupation : a footballer

Fun facts

- He wears a new pair of football shoes for each game.
- His dream is to have a World Cup winner's medal.

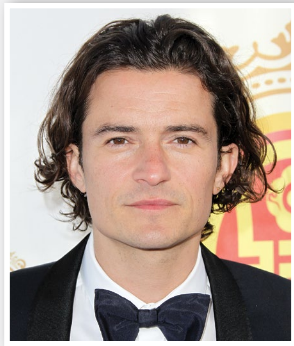
I admire him because...

he plays great football.

he works very hard.

he loves his family.

Orlando Bloom



Birthday : 13^{th} January

Nationality : English

Occupation : an actor

Fun facts

- He enjoys photography but hates computers.
- He surfs, skydives, and snowboards.

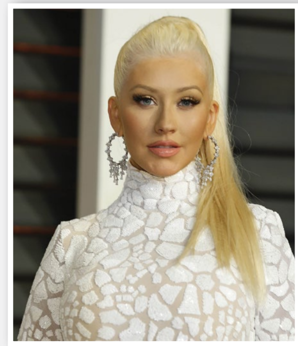
I admire him because...

he's really a good actor.

he tries new things.

he isn't very interested in money.

Christina Aguilera



Birthday : 18^{th} December

Nationality : American

Occupation : a pop singer

Fun facts

- She reads and writes in her free time.
- Her favourite colours are pink and white.

I admire her because...

she is a born singer.

she sings about real life on her albums.

she encourages girls to success.

Who ...?

1. .... sings.
2. .... hates computers.
3. .... plays football.
4. .... isn't very interested in money.
5. .... surfs, skydives, and snowboards.
6. .... wears a new pair of football shoes.

5C MY FAVOURITE CELEBRITY

1 Answer the questions.

Ask students to answer the questions.

KEY
Students' own answers

2 a) Read the article and answer the questions.

Ask students to read the article and answer the questions.

KEY					
1. Christina Aguilera	2. Orlando Bloom	3. David Beckham	4. Orlando Bloom	5. Orlando Bloom	6. David Beckham

TEACHER'S NOTES

✎ ....

b) Walk around the class and learn about your friends' favourite celebrities.

celebrity's name	his / her qualities
....	....
....	....
....	....
....	....
....	....

3 Track 42

Listen to the conversation and answer the questions.

1. What does Nelly Sun do?

   ....

2. Does Ena like her?

   ....

3. What colour is Nelly Sun's hair?

   ....

4. What colour are Nelly Sun's eyes?

   ....

5. Is Nelly Sun tall?

   ....

6. Is she a talented actress?

   ....



b) Walk around the class and learn about your friends' favourite celebrities.

Ask students to walk around the class and learn about their friends' favourite celebrities.

KEY
Students' own answers

3 **Listen to the conversation and answer the questions.**

Track 42

Ask students to listen to the conversation and answer the questions.

KEY
1. She is an actress. 2. Yes, she does./Yes, she likes her. 3. It's dark./Her hair is dark. 4. Her eyes are green./They are green. 5. Yes, she is./Yes, she is tall. 6. Yes, she is./Yes, she is a talented actress.

TEACHER'S NOTES
✎ ....

1 a) **Read the descriptions and match them with the characters. There is one extra character.**

http://

Posted by Andy

Hello! Who is your favourite hero/heroine?

1 ( )

Hello,

I'm Olive and I'm from London. My favourite heroine is from America. She is very clever. She changes her appearance easily. She runs very fast like a cat. I think she is fantastic.

2 ( )

Hey guys!

My name is Felix and I'm from Torino, Italy. My favourite hero is very clever and brave. He can climb fast like a spider. He can do a lot of things. He is an amazing hero.

3 ( )

Hi,

I'm Çağlar and I'm from Adana, Türkiye. My favourite hero is from America. He is a man who gets dressed like a bat and fights against evil. He is very kind and brave. He is very helpful. That's why he is my favourite hero.

4 ( )

Hi,

My name is Nick and I'm from Canada. My favourite hero is very strong and brave. He can see and hear everything. He flies fast.

a) IRONMAN b) SPIDERMAN c) CATWOMAN d) BATMAN e) SUPERMAN

b) **Complete the table according to the text.**

Hero/Heroine	He/She is	He/She can ....
Catwoman		
Superman		
Spiderman		
Batman		
Ironman		

Then make sentences according to the table and share them with your classmates.

1 a) Read the descriptions and match them with the characters. There is one extra character.

Ask students to read the texts and match them with heroes/heroines. Then they compare their answers in class.

KEY			
1. c	2. b	3. d	4. e

b) Complete the table according to the text.

There are some heroes and heroines in the table. Ask your students to read the texts in section 1a again and fill in the table according to the texts. Then ask them to make sentences according to the table. They share their ideas in class.

KEY

Hero/Heroine	He/She is	He/She can ....
Catwoman	clever, fantastic	– change her appearance easily. – run very fast.
Superman	strong, brave	– see and hear everything. – fly fast.
Spiderman	clever, brave, amazing	– climb fast like a spider. – do a lot of things.
Batman	kind, brave, helpful	– fight against evil.
Ironman	–	–

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

Who inspires you most in Türkiye?

2 **Do you know these people? Write their names and talk about them.**






1. ....
....

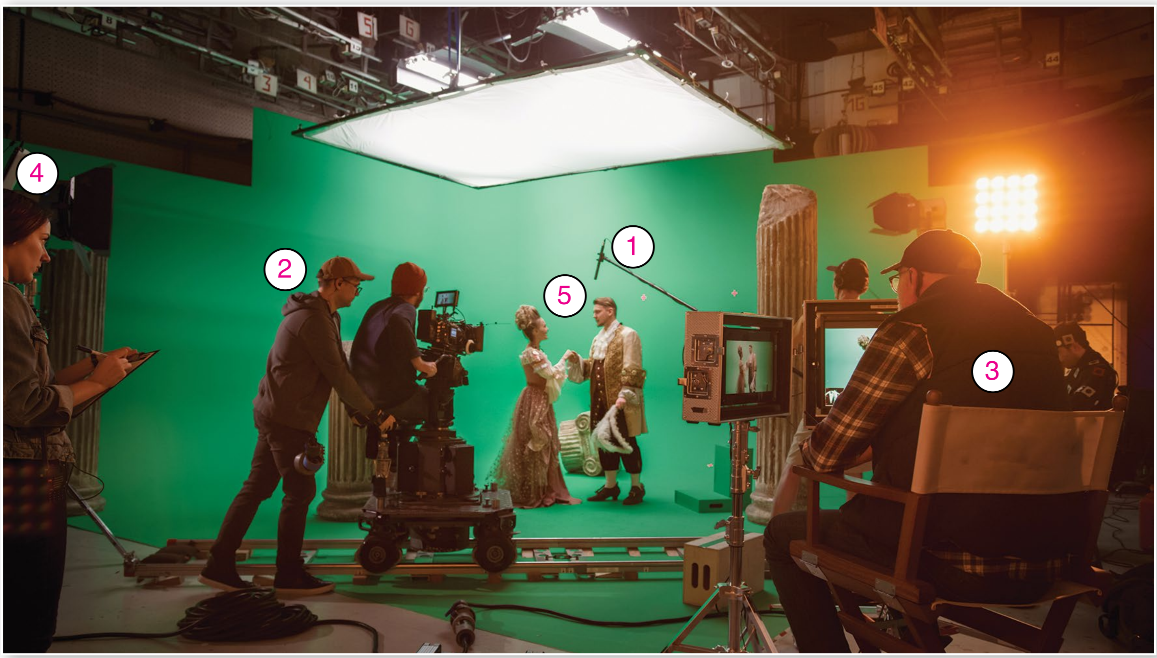
2. ....
....

3. ....
....

4. ....
....

3 **Listen to the conversation and match the people with the phrases below. There is one extra phrase.**

Track 43



◯ director ◯ assistant director ◯ cast

◯ makeup artist ◯ boom operator ◯ camera operator

4 **Work in pairs. Look at the picture in section 3. Ask and answer the questions to describe current actions.**

e.g. A : What is the camera operator doing now?

B : He is getting ready for the shot.

2 Do you know these people? Write their names and talk about them.

In this part, students write the people's names under the pictures and talk about them.

KEY

1. Ömer Halisdemir

He wrote his name in a memorandum of honor on the night of July 15.

2. Burçin Mutlu Pakdil

She is a Turkish astrophysicist. She discovered the galaxy PGC 1000714.

3. Haluk Levent

He is a Turkish rock music singer.

4. Canan Dağdeviren

She is a Turkish physicist.

3 Listen to the conversation and match the people with the phrases below. There is one extra phrase.

Track 43

In this part, students are asked to look at the picture. They look at the picture and listen to the dialogue. Then, they match the pictures with the phrases given. At the end, they listen to the recording and check their answers.

KEY

3	director	4	assistant director	5	cast	1	boom operator	2	camera operator

4 Work in pairs. Look at the picture in section 3. Ask and answer the questions to describe current actions.

Ask students to work in pairs. Tell them to look at the picture in section 3. Tell them to ask and answer the questions to describe current actions.

KEY

Students' own answers

TEACHER'S NOTES

....

....

....

....

....

....

....

....

5 **Work in pairs and discuss the following people's characters and appearances by using the given words below.**



Cengiz Ünder



Kerem Aktürkoğlu

1. ....
....

2. ....
....

Personality	Appearance
self-confident / strong / honest helpful / clever / disciplined	young / good looking / brown hair handsome / fair hair / brown eyes

6 **Prepare a survey and interview your classmates. Use the questions below to create your survey. Take notes about their answers. Then write a text comparing characteristics of people by giving your opinions.**

1. Who is your favourite celebrity?
2. Why do you like him/her?
3. What does he / she look like?
4. What is he / she like?
5. Who is the most handsome / beautiful celebrity?
6. Is it good to be a famous person? Why or why not?

....

....

....

....

Pronunciation

7 **Listen and practise. Notice the pronunciation of / ŋ / sound.**

Track 44

looking	doing	reading	talking
wearing	going	sitting	playing

5 **Work in pairs and discuss the following people's characters and appearances.**

In this activity, students work in pairs. Ask the name of these people. Students are asked to discuss the following people's characters and appearances using the adjectives given. They share their ideas in class.

KEY

1. Cengiz Ünder

He is young, self-confident, strong, good looking and honest. He has got brown eyes.

2. Kerem Aktürkoğlu

He is helpful, clever, disciplined and handsome. He has got fair hair and brown eyes.

6 **Prepare a survey and interview your classmates. Use the questions below to create your survey. Take notes about their answers. Then write a text comparing characteristics of people by giving your opinions.**

Ask students to prepare a survey and interview their classmates. Tell them to take notes about their answers. Tell them to write a text comparing characteristics of people by giving their opinions.

KEY
Students' own answers

Pronunciation

7 **Listen and practise. Notice the pronunciation of / ŋ / sound.**

Track 44

Ask students to listen and practise. Tell them to notice the pronunciation of /ŋ/ sound.

TEACHER'S NOTES
....

E-Portfolio

Write a text describing an inspirational character. Search the Net. Write about his / her job, appearance clothes, personality, free time activities. Take a picture of it. Upload it on your school blog.

- Where is he/she from?
- How old is he/she?
- What is he/she best known for?
- What is he/she doing now?

Self Assessment

I can match the descriptions of people in a recorded text with appropriate pictures.			
I can compare characteristics of different people by expressing opinions.			
I can describe current actions in pictures.			
I can scan a text for specific information.			
I can guess the meanings of unknown words from the contexts.			
I can prepare a poster about an inspirational character.			
I can write a text comparing characteristics of people by giving my opinions.			
I can write a text describing my inspirational character.			

E-Portfolio

Write a text describing an inspirational character. Search the Net. Write about his / her job, appearance, clothes, personality, free time activities. Take a picture of it. Upload it on your school blog.

Ask students to write a text describing an inspirational character. Tell them to search the Net and write about their jobs, appearances, clothes, personalities, free time activities. Tell them to take pictures of them and upload them on their school blog.

KEY
Students' own answers

TEACHER'S NOTES
✎

TEACHER'S NOTES

Theme 6

BRIDGING CULTURES



Functions and Useful Language	Language Skills and Learning Outcomes
1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food Turkish people in general are very hospitable to visitors from other countries. Indian food is spicy, but it's not the same in Australia. What do you think about the social life in the States? People immigrate to…, because there are many job opportunities. What is the weather like in…? It is rainy almost everyday in England. Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you to visit/eat…in … What is the purpose of your visit? Please don't leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? -On Wednesday at 5.30. -What would you like to have? -I'd like to have/eat a steak and salad. -Would you like to drink something? -Lemonade, please! -What about you, madam?	**Listening** E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. **Pronunciation** E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /verı/ well /wel/ **Speaking** E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket. E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited. **Reading** E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information. E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences. **Writing** E9.6.W1. Students will be able to write a short message to leave at the reception desk for their parents. E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

What do you have at a restaurant?

1 **Look at the photo. What can you see? Would you like to eat there?**



MENU

All-day Breakfast	
Scrambled or fried eggs on toast	£2,75
Full English breakfast	£3.75
Omelette (cheese or mushroom)	£2,50
Side orders	
Chips	£1,25
Mixed salad	£2,75
Lunch/Dinner	
Burger & Chips	£6,25
Sandwiches (cheese, tuna, chicken)	£2.95
Desserts	
Pancakes or waffles with fruit & ice cream	£4.50
Apple or cherry pie	£2,75
Chocolate brownie	£2,25
Drinks	
Tea	£1,30
Coffee	£1,50
Orange juice	£1,80
Soft drinks (cola, lemonade)	£1,30
Hot chocolate	£1,50

2 **Listen to the recording. What do they order?**

Track 45.1

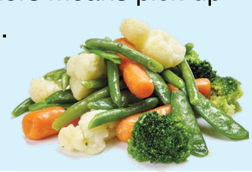
	Food	Drink
Dave		
Carol		

3 **The sentences below appear in a dialogue at a restaurant.**
Who says each: A customer / The waiter? Mark the sentences C(customer) or W(waiter).

☐ 1. Are you ready to order or do you need a few more minutes?
☐ 2. Would you like any side orders?
☐ 3. Not for me, thank you.
☐ 4. And what would you like to drink?
☐ 5. I'd like a glass of orange juice, please.

BET YOU KNOW THIS!

Side orders means pick-up specials.



6A IN A RESTAURANT

1 Look at the photo. What can you see? Would you like to eat there?

Ask students to look at the photo and talk about it.

KEY
Students' own answers

2 Listen to the recording. What do they order?

Track 45.1

Ask students to listen to the recording. Tell them to find what they order.

KEY

	Food	Drink
Dave	scrambled eggs on toast chips	orange juice
Carol	cheese omelette	coffee

3 The sentences below appear in a dialogue at a restaurant.
Who says each: A customer / The waiter? Mark the sentences C (customer) or W (waiter).

Ask students to read the sentences below. Tell them to find who says them and mark the sentences C (customer) or W (waiter).

KEY

W 1. Are you ready to order or do you need a few more minutes?
W 2. Would you like any side orders?
C 3. Not for me, thank you.
W 4. And what would you like to drink?
C 5. I'd like a glass of orange juice, please.

TEACHER'S NOTES

....

....

....

....

....

4 Track 45.2 Listen to the recording again and answer the questions.

1. What does the woman order?

....

2. What does the man order?

....

3. Who wants some side orders?

....

5 **Work in pairs. Talk about your favourite breakfast. Answer the questions below.**

1. Do you usually have breakfast?
2. What do you have for breakfast?
3. Do you usually have a big or small breakfast?

6 **Work in pairs. Imagine you are at a cafe. Make a dialogue as in section 2.**

Student A

You are the customer. Order your meal and ask for the bill.

Student B

You are the waiter / waitress. Take the order and serve the customer.

7 **Think of a foreign city or a city in your country you've visited. Answer the questions.**

1. What is the name of the city?

....

2. Do you like the food culture of this city?

....

3. What are the main food culture differences between this city and your hometown?

....

8 **Do the survey in the class. Ask the follow-up questions and take notes.**

	Name	Answer
✓ **Find someone who can cook.** **"What dish can you cook?"**		
✓ **Find someone who likes foreign food.** **"What food is it?"**		
✓ **Find someone who loves junk food.** **"What is it?"**		

4 **Listen to the recording again and number the questions.**

Track 45.2 Ask students to listen to the recording again and number the questions.

KEY

5 **Work in pairs. Talk about your favourite breakfast. Answer the questions below.**

Ask students to work in pairs. Tell them to talk about their favourite breakfast and answer the questions below.

KEY
Students' own answers

6 **Work in pairs. Imagine you are at a café. Make a dialogue as in section 2.**

Ask students to work in pairs. Tell them to imagine they are at a café and make a dialogue as in section 2.

KEY
Students' own answers

7 **Think of a foreign city or a city in your country you've visited. Answer the questions.**

Ask students to think of a foreign city or city in their country they've visited. Tell them to answer the questions.

KEY
Students' own answers

8 **Do the survey in the class. Ask the follow-up questions and take notes.**

Ask students to do the survey in the class. Tell them to ask the follow-up questions and take notes.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....

What is your favourite city in Türkiye / in the world?

1 **Match the cities with their famous pictures with the landmarks. There is one extra landmark. Search the Net if you need.**



1 ....



2 ....



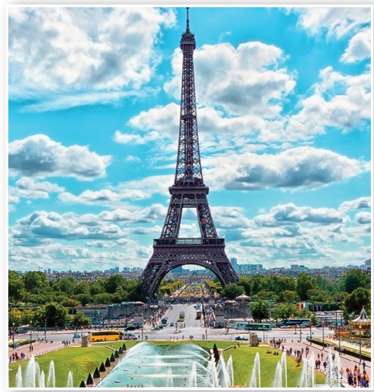
3 ....



4 ....



5 ....



6 ....

The 15th July Martyrs Bridge, İstanbul	The Berlin Museum, Berlin	The London Eye, London	The Statue of Liberty, New York
The Pisa Tower, Pisa	The Eiffel Tower, Paris	The Opera House, Sydney	

2 **Fill in the blanks with the names of countries below.**

The USA	England	Germany	France	Italy

1. I advise you to see the London Eye in ....
2. I strongly advise you to visit the Eiffel Tower in ....
3. I advise you to visit the Statue of Liberty in ....
4. I suggest you visit the Berlin Museum in ....
5. I strongly advise you to eat pizza in ....

1 Match the cities with their famous pictures with the landmarks. There is one extra landmark. Search the Net if you need.

Ask students to match the cities with their famous landmarks in the pictures. Tell them to search the Net if they need.

KEY		
1. The London Eye, London	2. The Statue of Liberty, New York	3.The Pisa Tower, Pisa
4. The 15th July Martyrs Bridge, İstanbul	5. The Berlin Museum, Berlin	6. The Eiffel Tower, Paris

2 Fill in the blanks with the names of countries below.

Ask students to fill in the blanks with the names of countries below.

KEY		
1. England	3. The USA	5. Italy
2. France	4. Germany	

TEACHER'S NOTES

BET YOU KNOW THIS!

advise: to tell somebody what you think he/she should do in a particular situation.

“I **strongly advise you to** eat pizza in Rome.”

“I **advise you to** take a hot air balloon ride in Cappadocia.”

3 **Read the dialogue and answer the questions.**

Ahmet : Hello, Brian. This is Ahmet.

Brian : Hi, Ahmet. How is it going?

Ahmet : Fine. Brian, I’m coming to London to visit some tourist attractions.

Brian : Good news. When?

Ahmet : Next week. What do you advise me to do?

Brian : I advise you to visit London Bridge and Big Ben when you come to London.

Ahmet : What else?

Brian : Well, I strongly advise you to board the London Eye. It offers a wonderful view of a large part of London.

Ahmet : One more question. What’s the weather like in London?

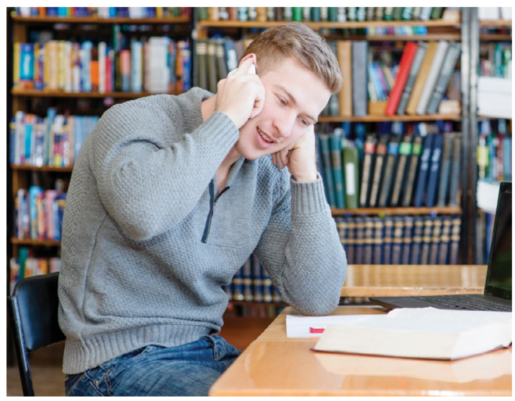
Brian : It’s rainy almost every day in London. Don’t forget to bring your boots and raincoat.

Ahmet : Hmmm... That’s good. Thank you, Brian.

Brian : You are welcome, Ahmet. Take care, bye.

Ahmet : Bye.





1. Who calls Brian?

   ....

2. Where is Brian?

   ....

3. When will Ahmet go to England?

   ....

4. What is the purpose of his trip?

   ....

5. What’s the weather like in England?

   ....

6. What activities can Ahmet do in London?

   ....

3 **Read the dialogue and answer the questions.**

In this activity, students are asked to read the dialogue and answer the questions below. Students work in pairs and practise the conversation with their partners. Then, they answer the questions about the dialogue. Students compare their answers in class.

KEY
1. Ahmet calls Brian.
2. He is in London.
3. Ahmet will go to England next week.
4. He is going to do sightseeing there.
5. It is rainy almost every day.
6. He can visit London Bridge and Big Ben and he can board the London Eye in London.

TEACHER'S NOTES
✎ ....

4 Work in pairs. Complete the questionnaire below.

	You	Your Partner
Would you like to travel abroad?		
How would you like to travel? – by car – by bus – by plane – by train		
Where would you like to travel to? Why?		
What type of vacation do you prefer? – cheap – exciting – relaxing – scenic		
What is the most important thing for you on a holiday? – traditional food – weather – historical sights – friendly people – other		

Discuss the answers with your partner.

5 Write a paragraph about your preferences in section 4 by giving reasons.

....

....

....

....

Pronunciation

6 a) Listen to the recording and practise. Notice the pronunciation of / w / and / v / sounds.

Track 46

/ w /	where	weather	winter	when
/ v /	village	van	very	vase

Track 47

b) Listen to the recording and tick (✓) the correct sounds you hear.

	1	2	3	4	5	6	7	8
/ w /	◯	◯	◯	◯	◯	◯	◯	◯
/ v /	◯	◯	◯	◯	◯	◯	◯	◯

4 Work in pairs. Complete the questionnaire below.

In this part, students work in pairs and complete the questionnaire given. Then, they discuss their answers with their partners.

KEY
Students' own answers

5 Write a paragraph about your preferences in section 4 by giving reasons.

In this part, students write a paragraph according to the questionnaire given in section 4. Students write about their preferences in their paragraphs. They share their ideas in class.

KEY
Students' own answers

Pronunciation

6 a) Listen to the recording and practise. Notice the pronunciation of / w / and / v / sounds.

Track 46 Ask students to listen to the recording and practise. Tell them to notice the pronunciation of /w/ and /v/ sounds.

Track 47 b) Listen to the recording and tick (✓) the correct sounds you hear.

Ask students to listen to the recording and tick (✓) the correct sounds they hear.

KEY

	1	2	3	4	5	6	7	8
/ w /		✓		✓		✓		✓
/ v /	✓		✓		✓		✓	

TEACHER'S NOTES

? *How do people in your family usually travel? By plane, by bus, by train or by car?*

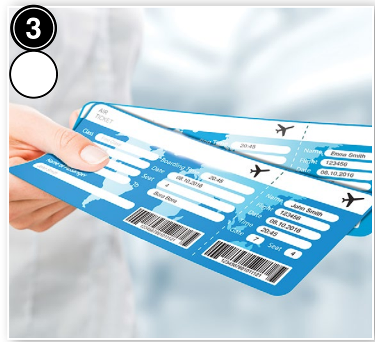
1 **Listen to the recording and guess where the people are.**

Track 48

2 **Match the pictures with the phrases below. There is one extra phrase.**

1


2


3


4


5


6


(a) security check (b) get on (c) get off (d) boarding pass

(e) departure lounge (f) departure board (g) jetway

3 **Listen to the recording and fill in the blanks.**

Track 49

1. When you arrive at the ...., you should follow these steps.
2. First, go through the .... Make sure you take off your metallic objects.
3. Second, take your .... from the .... and give your ....
4. Next, check the .... number from the ....
5. After that, wait at the .... until your plane is ready to fly.
6. Finally, when your .... is ...., you can get on the plane.

1 **Listen to the recording and guess where the people are.**

Track 48 Ask students to listen to the recording and guess where the people are.

KEY
Students' own answers

2 **Match the pictures with the phrases below. There is one extra phrase.**

Ask your students to look at the pictures and match them with the words given. In this activity, students learn the airport vocabulary. You can ask some students to read the words out loud. Ask the question "What do we do when we go to the airport?" Students answer the question. They work individually. Then, they share their ideas in class. Ask students to tell you the words they have learnt about airline passenger information.

KEY					
1. a	2. f	3. d	4. b	5. c	6. e

3 **Listen to the recording and fill in the blanks.**

Track 49 Ask students to listen to the recording and fill in the blanks.

KEY		
1. airport	3. boarding pass / agent / luggage	5. departure lounge
2. security check	4. gate / departure board	6. flight / announced

TEACHER'S NOTES
✎

4 Fill in the blanks with the words in the boxes.

business	departure	window	arrival	single

1. .... seat
2. .... time
3. .... board
4. .... ticket
5. .... class

5 Choose the opposites of the words below from the boxes in section 4.

1. standard X .... class
2. return X .... ticket
3. aisle X .... seat
4. departure X .... time

? How much can you understand the announcements in English?

6 Listen to the recording and fill in the blanks with the words below.

Track 50

Dear ...., flight TK 1984 has been .... The original .... time was 6.15 p.m and it is .... to 6.30 p.m. Thank you for your understanding.

changed	departure	passengers	delayed



7 Work in pairs and make a dialogue as in the example. Then role play the situation.

e.g. Mandy : I'm planning to visit İstanbul. Do you have any suggestions for me?

Ayşe : Yes, I strongly advise you to visit the Hagia Sophia Grand Mosque because it is the best historical building in the city.

4 Fill in the blanks with the words in the boxes.

In this part, ask your students to fill in the blanks with the phrases given. They read the sentences and fill in the blanks with the words given. They compare their answers in class.

KEY				
1. window	2. arrival	3. departure	4. single	5. business

5 Choose the opposites of the words below from the boxes in section 4.

In this part, students write the opposites of the words in section 4.

KEY			
1. business	2. single	3. window	4. arrival

6 Listen to the recording and fill in the blanks with the words below.

Track 50

In this activity, students listen to the recording and fill in the blanks with the words below. Then, they listen to the recording again and check their answers.

KEY
Dear passengers, flight TK 1984 has been delayed. The original departure time was 6.15 pm and it is changed to 6.30 p.m. Thank you for your understanding.

7 Work in pairs and make a dialogue as in the example. Then, role play the situation.

In this part, students work in pairs. They read the example first. Then, they do the same with their partners. They act it out in class.

KEY
Students' own answers

TEACHER'S NOTES

Can you easily start a conversation with a stranger?

8 Track 51

Listen to the recording and read the dialogue. Fill in the blanks with the sentences below.



Mehmet : Excuse me! ❶...................................... ?
Stephan : Ten thirty.
Mehmet : Thank you! ❷...................................... ?
Stephan : To New York. It's a long flight, isn't it?
Mehmet : Oh, that's interesting. I'm flying to New York, too.
Stephan : Well, I feel a bit exhausted.
Mehmet : ❸...?
Stephan : I want to immigrate to the USA one day. I will go and see the social life in the States.
Mehmet : ❹...?
Stephan : People immigrate to the USA because there are many job opportunities.
Announcer : This is the last call for flight TK 1453. The plane is ready for the flight. ❺... . Thank you.
Mehmet : Hurry up, the plane will take off in 15 minutes.

What's the purpose of your trip	Please, don't leave any bags unattended	
Do you have the time	Why do people immigrate to the USA	Where are you flying

How do people in your family usually buy a ticket? Online, by telephone or from an agency?

Practice the dialogue with your partner.

9 **Work in pairs. Make a dialogue to buy a flight ticket to a foreign country as in the example.**

Passenger : Excuse me. I'd like to buy a ticket to London, please.
Travel agent : Sure. When are you travelling?
Passenger : May 10^{th}.
Travel agent : One - way or round trip?
Passenger : One - way, please. How much is it?
Travel agent : Let me look. Hmm... It is \$800. You are leaving on May 10^{th} at 7 p.m.
Passenger : Thank you.

8 **Listen to the recording and read the dialogue. Fill in the blanks with the sentences below.**

Track 57

Ask your students listen to the recording and read the dialogue. They listen to the recording and read the dialogue. Then, they fill in the blanks with the sentences below.

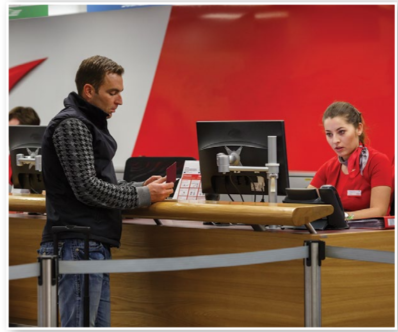
KEY
1. Do you have the time
2. Where are you flying
3. What's the purpose of your trip
4. Why do people immigrate to the USA
5. Please, don't leave any bags unattended

9 **Work in pairs. Make a dialogue to buy a flight ticket to a foreign country as in the example.**

Ask students to work in pairs. Tell them to make a dialogue to buy a flight ticket to a foreign country as in the example.

TEACHER'S NOTES
✎ ....

1 **Read the dialogue and fill in the blanks.**



Ferhat is at the information desk at Los Angeles airport now.

A : Hello, I came from Türkiye and it is my first time in Los Angeles. I've just landed. Do you have any suggestions for me?

B : Hello. Firstly, I would like to say welcome. I strongly advise you to visit Universal Studios in Hollywood. Amusement Parks are another choice. And you can go to Los Angeles Zoo, too.

A : What's the weather like here? I brought lots of stuff but all of them are lightweight clothes.

B : Well, the weather is sunny almost every day in Los Angeles.

A : What about food?

B : Oh, American food is not the same as Turkish food. They eat more fast food. You can eat a hot dog, sandwich, hamburger, cheeseburger, etc.

A : Thank you for your help. Bye.

B : Bye.

City	Attractions	Weather	Food
Los Angeles	....	....	....

2 **Work in pairs and write a similar dialogue with your partner. Then act it out in class.**

3 **a) Tina and Fred are on holiday with their parents. They leave short messages for their parents at the reception desk. Read the messages and match them with the cities they are in.**

1
Dad,
I'm going out for shopping in Oxford Street. I'll be back at 6 p.m.
Tina

2
Mum,
I'm going to visit the Topkapı Palace. I have the room key. I'll be back at 8 p.m.
Fred

◯ İstanbul

◯ London

b) Leave a short message for your parents at the reception desk. Read it to your partner. Ask him / her to guess the city you are in.

....
....
....
....

6D DIFFERENT LIFE STYLES

1 **Read the dialogue and fill in the blanks.**

Students read the dialogue and fill in the blanks. They compare their answers in class.

KEY

City	Attractions	Weather	Food
Los Angeles	Universal Studios Amusement Parks Los Angeles Zoo	sunny almost every day	hot dog sandwich hamburger cheeseburger

2 **Work in pairs and write a similar dialogue with your partner. Then act it out in class.**

In this part, students work in pairs. They write a dialogue with their partner. Then they act it out in class.

KEY
Students' own answers

3 **a) Tina and Fred are on holiday with their parents. They leave short messages for their parents at the reception desk. Read the messages and match them with the cities they are in.**

Ask students to read the messages below and match them with the cities.

KEY
1. London - 2. İstanbul

b) Leave a short message for your parents at the reception desk. Read it to your partner. Ask him / her to guess the city you are in.

Ask students to leave a short message for their parents at the reception desk. Tell them to read them to their partners and ask them to guess the city.

KEY
Students' own answers

TEACHER'S NOTES

....

....

....

....

4 **Read the texts and fill in the blanks with the country names below.**

People greet each other differently in different countries.

1 ◯



In ...., the handshake is a common form of greeting. Friends may greet each other by kissing the cheeks.

2 ◯



Shaking hands is also a common form of greeting in .... Men may place their left hands on the other person's shoulder while shaking hands. Only close friends and family members kiss and hug when they meet.

3 ◯



Cheek kissing is uncommon in .... People put both hands in a praying position and bow their heads a little bit towards their hands. They always smile when they meet each other.

(a) Nigeria (b) China (c) Türkiye

5 **Read the texts again. Are the following sentences T(true) or F(false)?**

- ☐ 1. In Türkiye, handshaking is a common form of greeting.
- ☐ 2. In China, friends give three kisses when they meet each other.
- ☐ 3. Only women place their left hands on the other person's shoulder while shaking hands in Nigeria.
- ☐ 4. Cheek kissing is uncommon in China.
- ☐ 5. Chinese people never smile when they meet each other.
- ☐ 6. In Nigeria, only close friends and family members kiss and hug when they meet.

6 **Talk about some basic cultural differences of the places you have visited.**

4 **Read the texts and fill in the blanks with the country names below.**

In this activity, students learn the differences between the countries. Ask your students to look at the pictures and read the phrases. They read the phrases. Then, they fill in the blanks with the country names given. Students compare their answers in class.

KEY
1. c 2. a 3. b

5 **Read the texts again. Are the following sentences T(true) or F(false)?**

Students are asked to read the texts. They read the text. Then, they decide whether the sentences are true or false. They compare their answers in class.

KEY

- T 1. In Türkiye, handshaking is a common form of greeting.
- F 2. In China, friends give three kisses when they meet each other.
- F 3. Only women place their left hands on the other person's shoulder while shaking hands in Nigeria.
- T 4. Cheek kissing is uncommon in China.
- F 5. Chinese people never smile when they meet each other.
- T 6. In Nigeria, only close friends and family members kiss and hug when they meet.

6 **Talk about some basic cultural differences of the places you have visited.**

Ask students to talk about some basic cultural differences of the places they have visited.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

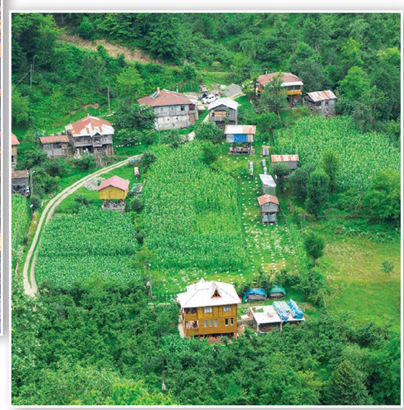
....

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a paragraph about the city that you would like to visit by indicating reasons. Take a picture of it. Upload it on your school blog.







Self Assessment

I can understand public announcements at the airport / train station, etc.			
I can identify the expressions to order food in a restaurant while listening.			
I can order food at a restaurant / cafe.			
I can use the expressions to buy a flight / bus / train ticket.			
I can take part in conversations in the situations that can occur while travelling.			
I can read and understand informative texts related to intercultural differences.			
I can write a series of sentences about the city that I would like to visit by indicating reasons.			
I can talk about some basic cultural differences of places I have visited.			

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a paragraph about the city that you would like to visit by indicating reasons. Take a picture of it. Upload it on your school blog.

In this activity, ask your students to prepare a tourist brochure for people who want to visit Türkiye. Students prepare the brochure. They give details about the hospitality, social life, tourist attractions, leisure time activities in Türkiye. They use photographs to make their brochures better.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

TEACHER'S NOTES

Theme 7

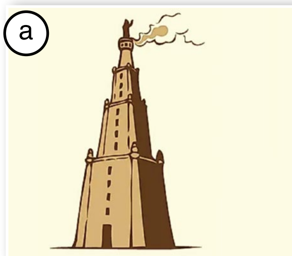
WORLD HERITAGE

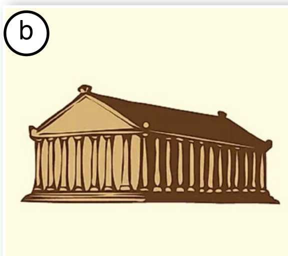


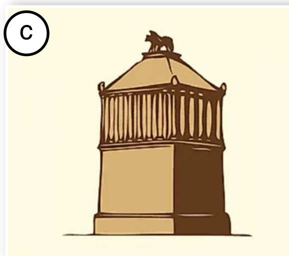
Functions and Useful Language	Language Skills and Learning Outcomes
1. Talking about past events **2.** Making inquiries **3.** Asking and answering questions in an interview Why did/was…? Who did/was…? What did/were….? Where did/were…? Did you…? Was she…? Can you tell me what happened? As far as I can remember, s/he was… When the Egyptians built the Great Pyramid of Giza… Before Greeks decided to build… Firstly, they carried… Secondly, they decided on…	**Listening** E9.7.L1.Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview. Pronunciation E9.7.P1. Students will be able to sound natural producing "-ed" sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/. **Speaking** E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before. **Reading** E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. **Writing** E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.

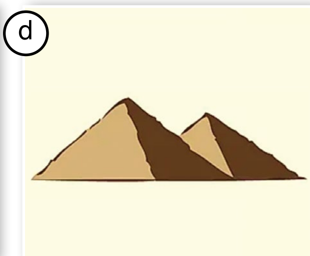
1 **Match "The Seven Wonders of the Ancient World" with the pictures. There is one extra picture.**

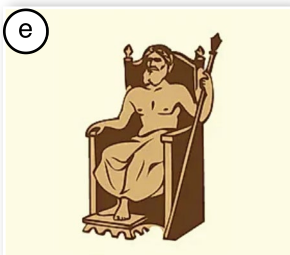
1. The Great Pyramid of Giza, Egypt ◯
2. The Hanging Gardens of Babylon ◯
3. The Statue of Zeus at Olympia, Greece ◯
4. The Temple of Artemis at Ephesus ◯
5. The Mausoleum at Halicarnassus ◯
6. The Colossus of Rhodes ◯

a


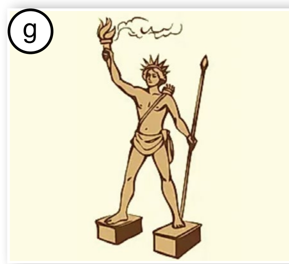
b


c


d


e


f


g


? *What kind of places should we preserve for future generation?*

2 **Read the text and guess the name of the wonder.**

It is one of the Seven Wonders of the Ancient World. It was a giant statue of the Greek god of the Sun, Helios. That statue was on the Greek Island of Rhodes. The people of Rhodes built that statue to celebrate their victory against Cyprus.

Before Greeks decided to build it, they hired Chares of Lindos. Firstly, he began to work in 292 BC, using iron tie bars to build a frame. Secondly, he filled out the body with stone blocks. After that, he attached brass plates to it to give the structure a skin. Finally, he finished the statue in 280 BC.

The statue was more than 30 meters tall. It was the tallest statue in the ancient world. It was impressive but an earthquake hit the island and destroyed it in 226 BC. It stood for 54 years.

....

Theme 7 - WORLD HERITAGE

7A OLD TIMES

1 Match "The Seven Wonders of the Ancient World" with the pictures. There is one extra picture.

In this activity, students look at the pictures and match them with the "Seven Wonders of the Ancient World." They compare their answers in class.

KEY					
1. d	2. f	3. e	4. b	5. c	6. g

2 Read the text and guess the name of the wonder.

Students read the text. Then, they guess the names of the Seven Wonders of the Ancient World. They compare their answers in class.

KEY
The Colossus of Rhodes

TEACHER'S NOTES

✎ ....

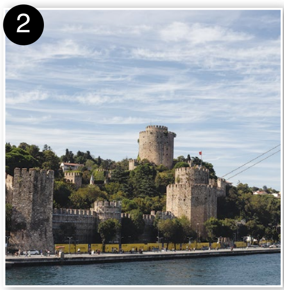
3 Track 52

a) **Listen to the recording and answer: What is the purpose of the World Heritage Convention?**

b) **Here are the World Heritage Sites in Türkiye. Work in pairs. Look at the pictures and answer: Where are these places? Search the Net if you need.**

1

Divriği Great Mosque (1985)

2

Historic Areas of İstanbul (1985)

3

Hattusha (1986)

4

Mount Nemrut (1987)

5

Selimiye Mosque (2011)

6

Hierapolis - Pamukkale (1988)

7

Xantos-Letoon (1988)

8

City of Safranbolu (1994)

9

Archaeological Site of Troy (1998)

10

Aphrodisias (2017)

11

Göbeklitepe (2018)

12

Arslantepe Mound (2021)

13

Pergamon (2014)

14

Bursa and Cumalıkızık (2014)

15

Ephesus (2015)

16

Archaeological Site of Ani (2016)

17

Diyarbakır Fortress and Hevsel Gardens Cultural Landscape (2015)

18

Neolithic Site of Çatalhöyük (2012)

19

Göreme National Park and the Rock Sites of Cappadocia (1985)

3 Track 52

a) Listen to the recording and answer: What is the purpose of the World Heritage Convention?

In this part, students listen to the recording and take notes. Then, they answer the question.

KEY
They promise to protect their natural and cultural heritage.

b) Here are the World Heritage Sites in Türkiye. Work in pairs. Look at the pictures and answer: Where are these places? Search the Net if you need.

In this activity, students work in pairs. Ask them to look at the pictures and answer the question. Tell them to search the Net if they need.

KEY
1. Sivas 2. İstanbul 3. Çorum 4. Adıyaman 5. Edirne 6. Denizli 7. Antalya 8. Karabük 9. Çanakkale 10. Aydın. 11. Şanlıurfa 12. Malatya 13. İzmir 14. Bursa 15. İzmir 16. Kars 17. Diyarbakır 18. Konya 19. Nevşehir

TEACHER'S NOTES
✎ ....

4 **Do you know the New Seven Wonders of the World? Here are some of them below. Match them with their pictures. There is one extra.**

1. The Great Wall of China ◯
2. Taj Mahal ◯
3. Machu Picchu ◯
4. Petra ◯
5. The Pyramid at Chichen Itza ◯
6. The Colosseum ◯



5 **Work in pairs. Ask your partner about the New Seven Wonders of the World. Use the following questions.**

– Have you ever visited any of the New Seven Wonders of the Modern World?

– Would you like to visit them?

– Which of the Seven Wonders of the Modern World do you want to see most?

– Why?

6 **Write a paragraph about your partner's answers.**

....

....

....

....

....

....

4 **Match the New Seven Wonders of the World with their pictures on the map. There is one extra picture.**

In this activity, students work individually. Ask your students to match the phrases with the pictures.

KEY		
1. e	3. b	5. a
2. d	4. c	

5 **Work in pairs. Ask your partner about the New Seven Wonders of the World. Use the following questions.**

Students work in pairs. They ask their partners about the New Seven Wonders of the World using the questions given. They discuss these questions in class.

KEY
Students' own answers

6 **Write a paragraph about your partner's answers.**

In this activity, students work individually and write a paragraph about their partners' answers.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

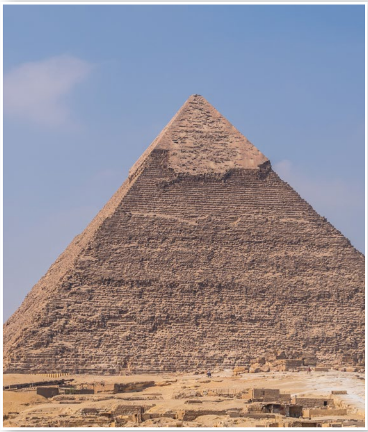
....

....

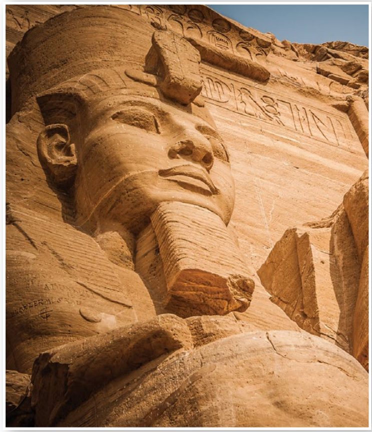
....

....

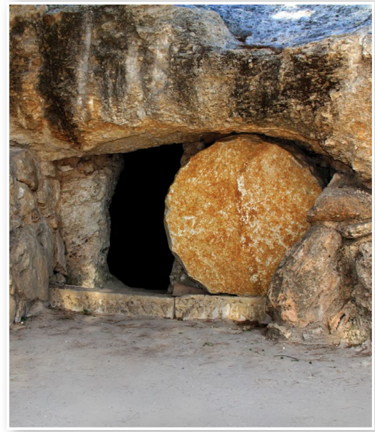
1 **Match the pictures with the words. There is one extra word. Then write the words under the pictures.**



① ....



② ....



③ ....

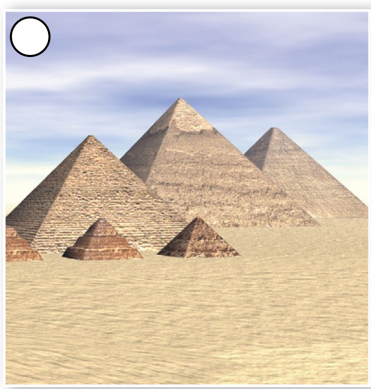
tomb | lighthouse | pharaoh | pyramid

2 **Read the text and fill in the blanks with the phrases below. Then tick (✓) the right picture.**

build | constructed | carried | tomb | damaged | ancient | decided

The Great Pyramid of Giza is the oldest of the Seven Wonders of the Ancient World. It is the only surviving one of the .... world. It was built as a .... for the Egyptian Pharaoh Khufu and .... over a 20-year period. Thousands of workers worked to .... it. Firstly, they .... 5 million stone blocks from the cities in Egypt. Secondly, they .... on the place. When they built the Great Pyramid of Giza, it was about 146 meters high. But the strong winds .... that. It is about 139 meters high now.







Track 53

Listen to the recording and check your answers.

1 **Match the pictures with the words. There is one extra word. Then write the words under the pictures.**

In this part, ask your students to match the pictures with the historical buildings given. They match them. Then, they write them under the pictures. They compare their answers in class.

KEY		
1. pyramid	2. pharaoh	3. tomb

2 **Read the text and fill in the blanks with the phrases below. Then tick (✓) the right picture.**

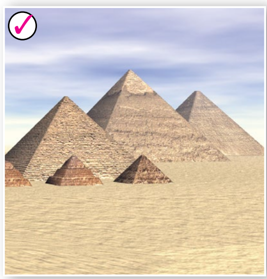
In this activity, students read the text and fill in the blanks with the suitable phrases given. Then, they listen to the recording and check their answers.

KEY

The Great Pyramid of Giza is the oldest of the Seven Wonders of the Ancient World. It is the only surviving one of the ancient world.

It was built as a tomb for the Egyptian Pharaoh Khufu and constructed over a 20-year period. Thousands of workers worked to build it. Firstly, they carried 5 million stone blocks from the cities in Egypt. Secondly, they decided on the place. When they built the Great Pyramid of Giza, it was about 146 meters high. But the strong winds damaged it. It is about 139 meters high now.





✓



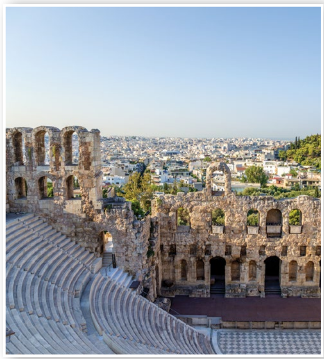
TEACHER'S NOTES

3 Match the words with their synonyms. There is one extra.

◯ 1 tomb	a to damage
◯ 2 to carry	b to transport
◯ 3 to build	c mausoleum
◯ 4 to harm	d to construct
◯ 5 ancient	

4 Match the pictures with the phrases. There is one extra phrase.

1 ◯


2 ◯


3 ◯


a ancient theater b historical structure c modern structure d tomb

Pronunciation

5 a) Listen and practise.

Track 54

/ wəz / Was he here?
/ wəz / Yes, he was.
/ wəz / It was the first civilization.
/ wɒz / It wasn't interesting.

BET YOU KNOW THIS!

In positive sentences and questions we use the weak form of was **/ wəz /**.

We use the strong form of was **/ wɒz /** in negative sentences.

Track 55

b) Listen to the recording and tick (✓) the correct boxes.

	/ wəz /	/ wɒz /
1. Where was the museum?		
2. Yes, it was.		
3. There wasn't a castle on the island.		
4. No, it wasn't.		

3 Match the words with their synonyms. There is one extra.

Students match the words with their synonyms. Then, they compare their answers in class.

KEY			
1. c	2. b	3. d	4. a

4 Match the pictures with the phrases. There is one extra phrase.

In this activity, students match the phrases with the pictures. Then, they compare their answers in class.

KEY		
1. b	2. a	3. c

Pronunciation

5 a) Listen and practise.

Track 54

Ask students to listen to the recording and practise.

b) Listen to the recording and tick (✓) the correct boxes.

Track 55

Ask students to listen to the recording and tick (✓) the correct boxes.

KEY

	/ wəz /	/ wɒz /
1. Where was the museum?	✓	
2. Yes, it was.	✓	
3. There wasn't a castle on the island.		✓
4. No, it wasn't.		✓

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

What historical sites would you like to see in Türkiye? Why?

6 Track 56

Listen to the recording and fill in the blanks with the words below.

Mosque	Tomb	wonderful	Bridge	amazing

Alison : Where did you go last summer, Carla?

Carla : Well, I went to Hasankeyf in Batman.

Alison : I'm sure it was a ❶............................... holiday.

Carla : Certainly.

Alison : What did you do there?

Carla : Firstly, I visited the Old ❷................, the ❸.......... of Zeynel Bey and the Rızk ❹...................... . Let me show you the photos. Secondly, I went hiking.

Alison : Well, how was it?

Carla : It was tiring, but ❺............................ .

Alison : That's nice. I would like to go and see there.

Carla : If you want, we can go there soon.







7 **Work in pairs. Ask and answer the questions about your past activities. Use the following phrases given.**

Where did you go last summer?
I went to ....
What did you do / see / eat there?
I visited ....
I ate ....
I saw ....

Then act it out in the classroom.

6 Listen to the recording and fill in the blanks with the words below.

Track 56 In this activity, students listen to the dialogue and fill in the blanks with the words given. Then, they listen to the dialogue again and check their answers.

KEY				
1. wonderful	2. Bridge	3. Tomb	4. Mosque	5. amazing

7 Work in pairs. Ask and answer the questions about your past activities. Use the following phrases given.

In this part, students work in pairs. They ask and answer the questions each other using the phrases given. Then, they act it out in the classroom.

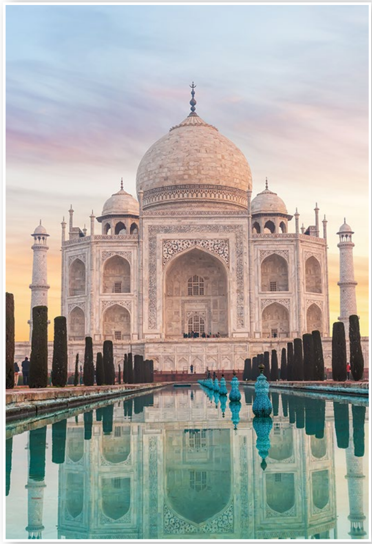
KEY
Students' own answers

TEACHER'S NOTES

1 Write the names of the places under the suitable pictures.

The Great Wall of China | Mount Nemrut | Taj Mahal







1 ....

2 ....

3 ....

2 Look at the pictures in section 1 and answer the questions.

1. Did you see the places in the pictures?

   ....

2. Where are they?

   ....

3. Do you know who built them?

   ....

4. What do you think about them?

   ....

5. Are you interested in those places? Are they interesting?

   ....

- We use -ing adjectives to describe things and people.
  "It is amazing."
  "She is amazing."
- We use -ed adjectives to express how we or others feel. "I am amazed."

3 Read the sentences below and choose the suitable phrases in bold.

1. We went to Çatalhöyük last month. It is an **interesting / interested** ancient site.
2. I visited the tomb on the top of Mount Nemrut. I feel **tired / tiring**.
3. Divriği Great Mosque has incredible shadow plays on its gate as the sun moves. It is **fascinated / fascinating**.

1 Write the names of the places under the suitable pictures.

In this part, students write the names of the places under the suitable pictures. Then, they compare their answers in class.

KEY		
1. The Great Wall of China	2. Taj Mahal	3. Mount Nemrut

2 Look at the pictures in section 1 and answer the questions.

In this activity, students look at the pictures in the first section and they answer the questions given. Then, they compare their answers in class.

KEY
Students' own answers

3 Read the sentences below and choose the suitable phrases in bold.

Students read the sentences given and they choose the suitable phrases in bold. Then, they compare their answers in class.

KEY

1. We went to Çatalhöyük last month. It is an **interesting/interested** ancient site.
2. I visited the tomb on top of Mount Nemrut. I feel **tired/tiring**.
3. Divriği Great Mosque has incredible shadow plays on its gate as the sun moves. It is **fascinated/ fascinating**.

TEACHER'S NOTES

✎ ....

4 **Match the pictures with the phrases. There is one extra. Then check your answers with your partner.**

1 ◯



She is sure.

2 ◯



She has a plan for the future.

3 ◯



She is unsure about something.

ⓐ As far as I remember ....

ⓑ I can clearly remember that ....

ⓒ I'm going to ....

ⓓ Unfortunately ....

5 **Listen to the conversation and fill in the blanks with the phrases you hear.**

Track 57

Leon : Hi, Torn. What's up? Long time no see!

Torn : Fine, Leon. What's up with you?

Leon : Not bad.

Arthur : Hello my friends. You seem to be looking for something.

Torn : Yeah, I want to hear some live music.

Arthur : Live music? Oh, I'm surprised. ❶................................, you weren't interested in music.

Leon : ❷... you weren't interested in music.

Torn : You are right. I wasn't interested in music but now I like it.

Arthur : Great! There are lots of bands here on the 7th Street!

Leon : Oh, yes. "The Purple" is my favourite.

Torn : Would you like to come with me?

Arthur : I'd like to, but I can't. ❸.............................. go shopping. Thank you.

Leon : Sorry, but I can't either. I'm going to visit my brother. Catch you later.

Torn : Bye.

Arthur : Bye.

4 **Match the pictures with the phrases. There is one extra. Then check your answers with your partner.**

In this activity, let your students match each picture with the suitable expressions. You can guide students about the intonation of each. Students practice these expressions with their partners. They compare their answers in class.

KEY		
1. b	2. c	3. a

5 **Listen to the conversation and fill in the blanks with the phrases you hear.**

Track 57

Students listen to the dialogue and fill in the blanks. Then, they listen to the recording again and control their answers.

KEY		
1. As far as I remember	2. I can clearly remember that	3. I am going to

TEACHER'S NOTES
✎ ....

BET YOU KNOW THIS!

beginning	continuing	ending
Firstly, ...	After that, ...	Finally, ...
First of all, ...	Then, ...	In the end, ...
Initially	Next, ...	Eventually, ...
To start with	.... but then, ...	Lastly, ...

6 **Read the text and fill in the blanks with the suitable sequencing phrases below.**

As soon as | In the end | First of all | But then | Then



As far as I can remember, I was seven or eight. I can clearly remember that day. I was going on holiday with my family. ❶............................, I had a big breakfast with my parents. My mother made my favourite pancakes for me. ❷.............................. I finished my breakfast, I went upstairs to get dressed. ❸............................, we carried our suitcases and we got in the car. I was sure everything was okay. ❹................................ I noticed that something was wrong. I left my purse at home. I told that to my mother. I was so unhappy that my tears were flowing from my eyes. My mother smiled and gave me a handkerchief. She wiped my tears and told me, "Don't worry, honey. I have enough money with me. You can spend your pocket money on your next semester holiday." ❺................................, I felt relaxed and enjoyed the daydreaming of the semester holiday I was going on with my family.

Track 58

Listen to the recording and check your answers.

7 **Read the text again and order the events before they get on the car.**

1. ....
2. ....
3. ....
4. ....
5. ....

Then share it with your classmates.

6 Read the text and fill in the blanks with the suitable sequencing phrases below.

Students read the text and fill in the blanks with the suitable sequencing words given. Then, they listen to the recording and check their answers.

KEY				
1. First of all	2. As soon as	3. Then	4. But then	5. In the end

7 Read the text again and order the events before they get on the car.

Ask students to read the text again and order the events before they get on the car.

KEY
1. Her mother made pancakes.
2. She had a big breakfast.
3. She went upstairs to get dressed.
4. They carried their suitcases.
5. They got on the car.

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

What should we do when there is a robbery?

1 **Read the dialogue and fill in the blanks with the suitable phrases below.**

you heard the noise	as far as I can remember	I was at home	what happened

Police officer : Can I ask you a few questions?
Witness : About what?
Police officer : We are looking into a robbery that happened at the supermarket next to your house.
Witness : I hope I can help you.
Police officer : Were you at home?
Witness : Yeah, ❶................................ .
Police officer : Could you tell me what you were doing at the time of the robbery?
Witness : Yes, I was looking after my little sister because my parents were at the cinema. My sister was sad and she was looking forward to seeing my parents again. We were playing games and I heard a loud crash.
Police officer : Could you tell me ❷.............................. next?
Witness : I looked at the street and the supermarket door was open.
Police officer : Did you see anyone?
Witness : No, I didn't. The robber escaped.
Police officer : Did you look at the watch to see what time it was when ❸...............................?
Witness : ❹..............................., it was 10.30 pm.
Police officer : Thank you for the information.

Track 59.1 **Listen to the recording and check your answers.**

2 **Listen to the recording again and answer the questions.**

Track 59.2

1. Was it a bank robbery?
   ....
2. Where was the witness at the night of the robbery?
   ....
3. What did she hear?
   ....
4. Did she see the robber?
   ....

3 **Work in pairs. Write a dialogue as in section 1. Then act it out with your partner.**

....
....
....
....
....
....
....

1 Read the dialogue and fill in the blanks with the suitable phrases below.

Students read the dialogue and fill in the blanks with the suitable phrases given. Then, they listen to the recording and check their answers.

KEY			
1. I was at home	2. what happened	3. you heard the noise	4. as far as I can remember

Track 59.1 **Listen to the recording and check your answers.**

2 Listen to the recording again and answer the questions.

Track 59.2 In this activity, students listen to the recording and answer the questions given. Then, they listen to the recording and check their answers.

KEY
1. No. It was a supermarket robbery.
2. She was at home.
3. She heard a loud crash.
4. No, she didn't./No, she didn't see the robber.

3 Work in pairs. Write a dialogue as in section 1. Then act it out with your partner.

In this part, students work in pairs and they write a dialogue as in section 1 with their partners. Then, they act it out with their partners.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....

Everyday English

4 **Listen to the recording and answer the questions below.**

Track 60

Tina : Did you see the documentary on TV about the Hanging Gardens of Babylon last night?

Maya : Yeah, and you?

Tina : Unfortunately, no because there were a lot of guests at my home and I helped my mother. I didn't see it. Can you tell me what happened?

Maya : Nothing interesting. As far as I remember, there were huge, beautiful gardens full of plants and flowers.

Tina : Well, you are right. I have read a book about the Seven Wonders of the Ancient World. I can clearly remember that they were built for a king's wife because she was sad and missed her homeland.

Maya : Absolutely right.

Tina : I'm gonna watch it on the Net.

Maya : Enjoy it.

1. What did Maya watch on TV last night?

   ....

2. Is Tina going to watch it?

   ....

3. Why did they build Hanging Gardens of Babylon?

   ....

gonna = going to

5 **Search about an ancient civilization on the Net and give a short and simple presentation about it. Then share it with your classmates.**

....

....

....

Pronunciation

Track 61 **Listen and practise.**

/ d /	/ t /	/ Id /
arrived	booked	wanted
preferred	watched	visited

Track 62 **Listen and write these verbs under the correct sounds.**

decided - listened - hated - washed - hoped - enjoyed

Everyday English

4 Listen to the recording and answer the questions below.

Track 60 In this activity, students listen to the recording and answer the questions. Then, they listen to the recording again and check their answers.

KEY
1. A documentary about the Hanging Gardens of Babylon. 2. They built it for a king's wife because she was sad and missed her homeland. 3. Yes, she is.

5 Search about an ancient civilization on the Net and give a short and simple presentation about it. Then share it with your classmates.

Students search about an ancient civilization on the Net and give a short and simple presentation about it.

KEY
Students' own answers

Pronunciation

Track 61 **Listen and practise.**

Ask students to listen to the recording. Tell them to practise.

KEY

/ d /	/ t /	/ ɪd /
arrived	booked	wanted
preferred	watched	visited
listened	hoped	decided
enjoyed	washed	hated

Track 62 **Listen and write these verbs under the correct sounds.**

Ask students to listen to the recording. Tell them to write these verbs under the correct sounds.

6 **Work in pairs. Read the dialogue in section 4 again and write a similar dialogue using the following phrases.**

Unfortunately
I’m gonna ...
As far as I remember, ...
I can clearly remember that ...

....
....
....
....

Then act it out with your partner.

7 Track 63.1 **What do you know about Troy? Why was it famous? Listen and find out.**

8 Track 63.2 **Listen to the recording again. Imagine that you are an archaeologist. Write about Troy.**

....
....
....

9 **Work in pairs. Read the instruction below. Ask and answer simple questions to make an interview.**

<u>Student A</u>

Ask simple questions about past times and past events.

<u>Student B</u>

Answer the questions about past times and past events.

Your dialogue should answer the questions below.

1. Where did you go last summer?
2. What did you do there?
3. Where did you visit there?
4. Did you like there?

6 **Work in pairs. Read the dialogue in section 4 again and write a similar dialogue using the following phrases.**

In this part, students work in pairs. They read the dialogue in section 4 and write a similar dialogue using the expressions given. Then, they act it out with their partners.

KEY
Students' own answers

7 **What do you know about Troy? Why was it famous? Listen and find out.**

Track 63.1

Ask students to listen to the recording and talk about Troy.

KEY
Students' own answers

8 **Listen to the recording again. Imagine that you are an archaeologist. Write about Troy.**

Track 63.2

Ask students to listen to the recording again and imagine that they are archaeologists. Tell them to write about Troy.

KEY
Students' own answers

9 **Work in pairs. Read the instruction below. Ask and answer simple questions to make an interview.**

Ask students to work in pairs. Tell them to read the instruction below. Tell them to ask and answer simple questions to make an interview

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a series of sentences about historical places you visited in the past. Take a picture of it. Upload it on your school blog.

....

....

....

....

....

....

....

....

....





Self Assessment

	☹	☺	☺☺
I can organize information on world heritage in a recorded text.			
I can respond to simple questions/statements in an interview.			
I can make a short presentation about an ancient civilization.			
I can ask and answer the questions about a text related to the world heritage.			
I can reorder the events in a short story.			
I can write sentences about historical places I visited in the past.			

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a series of sentences about historical places you visited in the past. Take a picture of it. Upload it on your school blog.

Ask students to work in pairs and prepare their e-portfolios. Tell them to write paragraphs about historical places they visited in the past. Tell them to take pictures of them and upload them on their school blog.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

TEACHER'S NOTES

Theme 8

EMERGENCY AND HEALTH PROBLEMS





Functions and Useful Language	Language Skills and Learning Outcomes
1. Asking for and giving advice **2.** Giving and understanding simple instructions in case of emergency **3.** Talking about something that has happened recently **4.** Expressing obligations and prohibitions What should I do? In the event of an earthquake, you should take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. What causes the flu? You'd better take a long rest when you catch the flu. You should see a doctor when you have a high fever. If/when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly… - What are your symptoms? - I've got a rash on my hand. - Have you eaten anything allergic recently? - Your temperature is normal. - Open your mouth, please. I must see a dentist. You mustn't smoke in this area. Workers have to wear their helmets while working in this workplace.	**Listening** E9.8.L1. Students will be able to identify the most frequently used expressions about health problems. **Pronunciation** E9.8.P1. Students will be able to notice sentence intonation. Eg. Where is the nearest hospital? (falling intonation) Is that the new doctor? (rising intonation) **Speaking** E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need. E9.8.S2. Students will be able to ask for and give advice about health problems. E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life. **Reading** E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently. **Writing** E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.

1 Match the pictures with the illnesses. There is one extra illness.

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

6 ◯

7 ◯

8 ◯


a a toothache	b a cold	c a fever
d a sore throat	e a stomachache	f a headache
g a cough	h a backache	i the flu

2 Work in groups. Look at the picture and discuss the following questions.

- What's her problem?
- What are the symptoms of her illness?
- What should she do to get better?
- What causes the flu?



Theme 8 - EMERGENCY AND HEALTH PROBLEMS

8A WHAT'S THE MATTER WITH YOU?

1 Match the pictures with the illnesses. There is one extra illness.

In this part, students work individually. They match the illnesses with the pictures. Then, they compare their answers in class.

KEY			
1. h	3. a	5. e	7. d
2. f	4. i	6. c	8. g

2 Work in groups. Look at the picture and discuss the following questions.

Students work in groups. They look at the picture and discuss the questions given. Then, they compare their answers in class.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

When did you last see a doctor? What was the problem?

3 **Read the dialogue and answer the questions.**



Patient : Hello, Mrs. Marwell.

Doctor : Hello, Mrs. Doren. How do you feel?

Patient : I don't feel well. I have a high fever and a headache.

Doctor : Let me take your temperature.

Patient : OK.

Doctor : It is 39 degrees Celsius. Your temperature isn't normal. We should give you some injections here.

Patient : I think you should. I feel like I am burning up.

Doctor : When you have a high fever, you should stay at home and take a long rest. You should have warm showers, okay?

Patient : Also, my throat isn't well.

Doctor : Open your mouth, please.

Patient : Aaaa.

Doctor : It looks red. You have a sore throat. You shouldn't drink cold water or acidic drinks. You should get some medicine. Here is your prescription. You need more vitamins, too. So you had better eat fruit and vegetables.

Patient : Is there anything else I should do?

Doctor : You should drink lots of water. This is good for your sore throat and runny nose. Also, you had better keep your body warm and sleep well.

Patient : OK, thank you very much.

1. What are the symptoms of her illness?

She doesn't feel well. ....

2. What should she do to get better?

She should ....
....
....
....

Read the dialogue again and check your answers.

3 Read the dialogue and answer the questions.

In this activity, students read the dialogue. They practice in class. Then, they answer the questions. At the end, they compare their answers in class.

KEY
1. She has a high fever and a headache. Her throat isn't well. 2. She should have warm showers. She shouldn't drink cold and acidic drinks. She had better eat fruit and vegetables. She should take more vitamins. She should drink lots of water. She had better keep her body warm. She should sleep well.

TEACHER'S NOTES
✎ ....

BET YOU KNOW THIS!

Asking about health	Asking for advice	Giving advice
How do you feel (today)?	What should I do?	You should/shouldn't ...
What happened?		You'd better ...
What's the matter (with you)?		
What are your symptoms?		
Are you all right?		
Is your temperature normal?		

4 **Give advice for each situation.**

e.g.

Situation:

- When you have a toothache ...

Advice:

- You should go to the dentist.
- You'd better take a painkiller.

- When you have a high fever .....
- When you have a headache .....
- When you get a cut in your hand .....



5 **Listen to the dialogue between a doctor and a patient and write the symptoms you hear.**

Track 64



4 Give advice for each situation.

Students work in pairs. They give advice and ask for advice.

KEY
Students' own answers

5 Listen to the dialogue between a doctor and a patient and write the symptoms you hear.

Track 64

Students listen to the recording between a doctor and a patient. Then, they write a symptoms they hear. Then, they listen to the recording again and check their answers.

KEY
She has got a rash on her neck. It's very itchy.

TEACHER'S NOTES
✎ ....

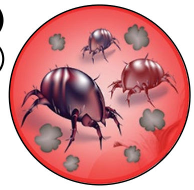
8B ARE YOU ALLERGIC TO ANYTHING?

What should you do if you are allergic to something?

1 **Match the pictures with the allergens. There is one extra allergen. Search the Net when you need help.**

1 ◯ 

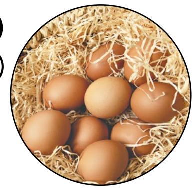
2 ◯ 

3 ◯ 

4 ◯ 

5 ◯ 

6 ◯ 

7 ◯ 

a peanuts	b medicine	c sea food	d pollen
e dust mites	f pets	g dairy products	h eggs

2 **Work in pairs. Look at the pictures in section 1. Ask and answer the following questions in turn.**

– What kind of allergies can people have?
– What should they do if they are allergic to something?
– Are you allergic to anything?
– Have you eaten something allergic recently?



3 **a) Match the words with the pictures.**

a allergic to	b scratch	c rash

1 ◯ 

2 ◯ 

3 ◯ 

b) Then read the text and fill in the blanks with the suitable words above.

I'm Helen. I'm a housewife and there are a lot of chores I have to do at home. But I have a problem. I think I'm ❶............................ detergent. I can't touch the detergent. When I touch the detergent, I get a(n) ❷............................ on my skin. I see a lot of red dots on my hands. These are small but itchy! I know I shouldn't ❸.......................... them but I can't stop myself.

8B ARE YOU ALLERGIC TO ANYTHING?

1 **Match the pictures with the allergens. There is one extra allergen. Search the Net when you need help.**

In this activity, ask questions about each picture to clarify the context. Then, students match the phrases with the pictures. They search the Net if they need. They compare their answers in class.

KEY			
1. d	3. e	5. a	7. h
2. c	4. g	6. b	

2 **Work in pairs. Look at the pictures in section 1. Ask and answer the following questions in turn.**

Students work in pairs. Firstly, they look at the pictures in section 1. Then, they ask and answer the questions given. The aim is to make them talk about their personal experiences.

KEY
Students' own answers

3 **a) Match the words with the pictures.**

In this activity, students match the words with the pictures.

KEY		
1. b	2. a	3. c

b) Then read the text and fill in the blanks with the suitable words above.

Then they read the conversation and fill in the blanks with the suitable words given.

KEY		
1. a	2. c	3. b

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....

4 Look at the picture and write about her allergies. Use the following questions.

- What kind of allergies does she have?
- What should she do?



....
....
....
....
....
....
....
....
....
....
....
....
....
....

5 Work in pairs. Act out as a doctor and a patient. Use the prompts given.

Student A

You are a patient. You have a headache/backache/toothache etc. You are in pain. Ask the doctor what you should do.

I have a headache.
What should I do?
I don't feel well.

Student B

You are a doctor. Firstly, listen to your patient. Next, give him/her advice about what he/she should do.

What are your symptoms?
You should take a rest.
You should drink lots of water.
You should take some medicine.
You shouldn't drink cold water.



4 **Look at the picture and write about her allergies. Use the following questions.**

Students look at the picture given and write about her allergies. Then, they compare their answers in class.

KEY
She is allergic to sea foods, eggs, dairy products, peanuts and strawberries. She shouldn't eat them.

5 **Work in pairs. Role play a doctor and patient situation. Use the prompts given.**

In this activity, students work in pairs. They role play a doctor and patient situation using the prompts given. They act it out in class.

KEY
Students' own answers

TEACHER'S NOTES

6 Work in small groups. Read the instructions below and discuss with your partners.

Read the health problems below and discuss what we should/shouldn't do for each health problem.



- a headache
- a stomachache
- a toothache
- a backache
- a cough
- a sore throat
- a fever
- the flu

– You should take some medicine.
– You should eat fruit.
– You should take a long rest.
– You should go to a dentist.
– You shouldn't drink cold water.
– You shouldn't go to bed late.

e.g.
A : I have a headache.
B : You should take some medicine.
C : You should go to the doctor.
D : You should sleep early.

7 a) Listen and practise.

Track 65

Rising intonation

Is that the new doctor? ↗
Do you like living in England? ↗
Have you lived there a long time? ↗
Did you visit your uncle last month? ↗

Falling intonation

Where is the nearest hospital? ↘
Where are you going to stay on your holiday? ↘
When did he arrive last night? ↘
How long has she lived in this country? ↘

BET YOU KNOW THIS!

➪ If the question is a yes/no question, the voice rises at the end of a question.

➪ If the question is an information question, let your voice fall at the end of a question.

Track 66

b) Listen to the recording. Draw a rising (↗) / falling (↘) arrow.

1. How can I help you? ( )
2. What's wrong with you? ( )
3. Do you have a fever? ( )
4. Are you injured? ( )
5. Where is the nearest hospital? ( )
6. Is that the new doctor? ( )

6 **Work in small groups. Read the instructions below and discuss with your partners.**

In this part, students work in small groups. They read the health problems given and discuss what they should/shouldn't do for each health problem with their partners. They read the example first. Then, do the same.

KEY
Students' own answers

7 **a) Listen and practise.**

Track 65

Ask students to listen and practise.

Track 66

b) Listen to the recording. Draw a rising (↗) / falling (↘) arrow.

Ask students to listen to the recording. Tell them to draw a rising (↗) / falling (↘) arrow.

KEY
1. How can I help you? (↘)
2. What's wrong with you? (↘)
3. Do you have a fever? (↗)
4. Are you injured? (↗)
5. Where is the nearest hospital? (↘)
6. Is that the new doctor? (↗)

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

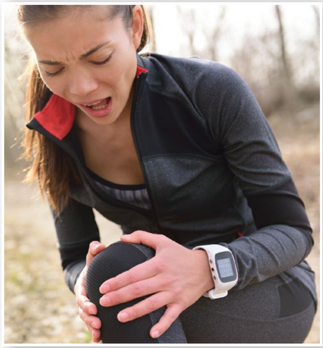
....

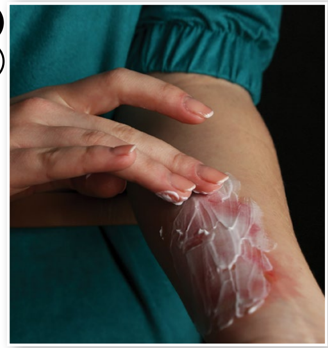
....

....

....

1 **Match the pictures with the suitable words. There is one extra word.**

1 ◯ 

2 ◯ 

3 ◯ 

4 ◯ 

5 ◯ 

6 ◯ 

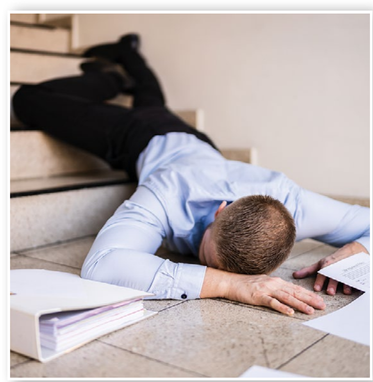
a bleed	b cut	c burn	d hurt
e break	f sprain	g faint	

? *Do you learn "first aid" at school?*

2 **Work in pairs. Look at the pictures and discuss the questions below. Ask and answer the questions in turn.**







– Do you often have similar accidents?
– Which accident/s is/are more serious?
– What should you do when you have similar accidents?

8C ACCIDENTS

1 Match the pictures with the suitable words. There is one extra word.

Students are asked to look at the pictures and match them with the words. They match the words with the suitable pictures. Then, they compare their answers in class.

KEY		
1. d	3. e	5. b
2. c	4. a	6. f

2 Work in pairs. Look at the pictures and discuss the questions below. Ask and answer the questions in turn.

In this activity, students work in pairs. They look at the pictures and answer the questions given. The aim is to make them talk about their personal experiences. They compare their answers in class.

KEY
Students' own answers

TEACHER'S NOTES

What should we do if there is an emergent situation?

3 **Read the dialogue and answer the questions.**



Ted : Do you know how to help people in an emergency? For example, when someone faints, what should I do?

Donald : Well, first of all, check if the person is still breathing.

Ted : Hmm.

Donald : Secondly, alert medical personnel, and then position the person properly.

Ted : What else?

Donald : If a person grabs his/her chest and says "my chest hurts", it might be a heart attack.

Ted : Oh, terrible! If the person stops breathing, what should I do?

Donald : Firstly, position his/her head with the chin up. Secondly, get his/her tongue out of the airway.

Ted : And then?

Donald : Then start doing chest compression.

Ted : That's very important to know.

Donald : Yes. Also, if a person feels that he/she is having a heart attack, he/she should start coughing.

Ted : Why?

Donald : Because it works like a chest compression.

Ted : Thank you. I'm glad to learn that.

1. When someone faints, what should you do first?

   ....

2. Should you call the medical staff if someone faints?

   ....

3. When a person has a heart attack, what is the first thing you should do?

   ....

4. Does coughing help a person who is having a heart attack?

   ....

5. Do you know how to help people in an emergency?

   ....

③ Read the dialogue and answer the questions.

Ask students to read the dialogue and answer the questions.

KEY
1. First we should check if the person is still breathing.
2. Yes, we should call the medical staff.
3. When a person has a heart attack, firstly we should position his/her head with the chin up.
4. Yes, coughing helps a person who is having a heart attack./Yes, it does.
5. Yes, I do. / No, I don't.

TEACHER'S NOTES

✎ ....

What should we do if there is an emergency situation?

4 **Work in groups. Look at the picture and write a paragraph about the following question.**

What should you do when a person has a heart attack? Use the following phrases.



First of all, ...

....

Secondly, ...

....

And then, ...

....

5 **Listen to the dialogue and answer the questions.**

Track 67

1. What is the first thing you should do when a person bleeds?

   ....

2. If a person bleeds, should you make a tourniquet?

   ....



6 **Work in pairs. Listen to the recording and write a similar dialogue. Then act it out.**

Track 68

A: Oh, I have a terrible headache.

B: You should take a painkiller and you should see a doctor.

a toothache | the flu | a stomachache | a cold | a backache | a fever | a cough

7 **Work in pairs. Read the instructions below and make a dialogue.**

Student A Tell the situation.	**Student B** Give advice for each situation.
Situations	**Advices**
– When you get a cut in your hand ...	– You should put a piece of cloth on it ...
– When you break your leg ...	– You should ...
– When you have a headache ...	– You'd better ...
– When you burn your finger ...	

4 Work in groups. Look at the picture and write a paragraph about the following question.

In this part, ask your students to look at the picture. They work in groups and brainstorm about this emergency situation. Then they write sentences to give advice using the phrases given.

KEY
First of all, position his/her head with the chin up. Secondly, get his/her tongue out of airway. And then, start doing chest compression.

5 Listen to the dialogue and answer the questions.

Track 67

Students look at the picture and listen to the dialogue. Then, they answer the questions about this emergency situation. They listen to the dialogue again and check their answers.

KEY
1. We should first put direct pressure on the cut. 2. No, we shouldn't.

6 Work in pairs. Listen to the recording and write a similar dialogue. Then act it out.

Track 68

Students work in pairs. They listen and read the dialogue and do the same with their partners. Then, they act it out in class.

KEY
Students' own answers

7 Work in pairs. Read the instructions below and make a dialogue.

In this part, students work in pairs. They make dialogue about giving advice. Then, they act it out in class.

KEY
Students' own answers

TEACHER'S NOTES
....
....
....
....

? What number do you dial in case of emergency in Türkiye?

1 Write the following health problems/emergencies in the correct places.

1 ◯ ....

Don't use elevators.
Rescue yourself.
Alert your family.
Help others.

2 ◯ ....

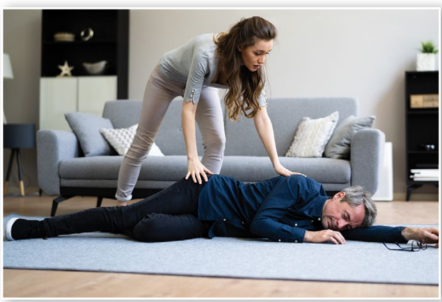
Dial 112.
Call the ambulance.
Do chest compression.

3 ◯ ....

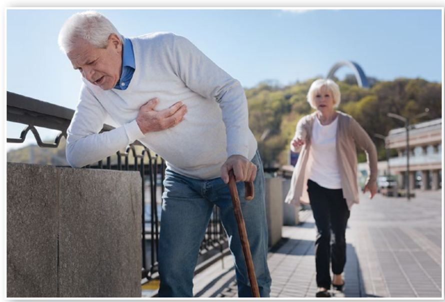
Check yourself for injuries.
Call the police.
Wait for help.

4 ◯ ....

Alert medical personnel.
Position him /her properly



a Faint



b Heart attack



c Fire



d Car accident

2 **Work in pairs. Ask for and give advice about some health problems/emergencies.**

e.g. Student A : What should I do in the event of a high fever?
Student B : You should stay at home and take a good rest.

1 **Write the following health problems/emergencies in the correct places.**

In this part, ask your students to write the health problems/emergencies in the correct places.

KEY				
1. c	2. b	3. d	4. a	

2 **Work in pairs. Ask for and give advice about some health problems/emergencies.**

Students work in pairs. They ask for and give advice about some health problems/emergencies.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

3 **Read the dialogue and answer the questions. Then make similar dialogues to ask for help from the emergency services in emergency department.**

It's 9.00 on a Friday night. A woman carries a golden retriever into the vet hospital. She is crying.

Woman : This is Bobo. Save him, please! He ran out into the street and a car hit him. He is whining. There is a lot of blood.

Dr. Brown : Let me take him from you. What's his name?

Woman : Bobo. It is Bobo.

Dr. Brown : I will take Bobo to the back for x-rays and see what to do.

Woman : Save him, please!

(a few minutes later)

Dr. Brown : The x-rays show that Bobo's back leg has been broken in two places. There is also bleeding inside his chest.

(Dr. Brown gets to work. He knows he must stop the bleeding quickly. The surgery takes two hours. He fixes the damage on Bobo's leg).

Dr. Brown : He will be better in a few weeks. I hope he will walk again.

Woman : Thank you, Dr Brown.

1. What happened to Bobo?

   ....

2. How long did Bobo's surgery take?

   ....

3. What happens at the end?

   ....

4 **What do we have to do / What should we do / What must we do in social life? Talk about them.**

e.g.

- Workers have to wear their helmets while working in this workplace.
- People should never tell lies.
- We should keep our promises.
- Students mustn't chat in exams.
- You mustn't hunt animals.
- We have to pay our taxes.
- Drivers have to stop at the red light.

3 **Read the dialogue and answer the questions. Then make similar dialogues to ask for help from the emergency services in areas of immediate need.**

In this activity, ask students to read the dialogue and answer the questions. Tell them to make similar dialogues to ask for help from the emergency services in areas of immediate need.

KEY
1. He ran out into street and a car hit him. 2. It took two hours. 3. The doctor fixes the damage on Bobo's leg.

4 **Work in pairs. Look at the signs below and make sentences as in the examples.**

In this activity, students work in pairs. Ask them to look at the signs below and make sentences as in the examples.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

What was the last natural disaster in Türkiye? Find out and tell.

5 Track 69 — 1st part

Listen to the first part of recording. Which disaster are they talking about?









6 Track 70 — 2nd part

Listen to the second part of recording and fill in the blanks.

SURVIVAL KIT	
1.	5. ....
2.	6. ....
3.	7. ....
4.	8. ....

7 Track 71 — 3rd part

Listen to the third part of recording and fill in the blanks.



First of all, ... calm. Secondly, you should take shelter under a table if you are .... And then, drop down and cover your .... and neck . Hold on to protect yourself from the objects .... down. When you are ...., stay away from buildings, trees and power lines.

5 Track 69 1st part

Listen to the first part of the recording. Which disaster are they talking about? Put a tick (✓).

In this part, students listen to the beginning of the conversation and try to understand the topic. Then, they put a tick (✓). They compare their answers in class.

KEY



✓

6 Track 70 2nd part

Listen to the second part of the recording and fill in the blanks.

In this part, students listen to the recording and write the items in a survival kit. They compare their answers in class.

KEY			
1. water	3. money	5. radio	7. personal documents
2. food	4. flashlight	6. batteries	8. ID card

7 Track 71 3rd part

Listen to the third part of the recording and fill in the blanks.

In this part, students listen to the recording and fill in the blanks. They compare their answer in class.

KEY

First of all, stay calm. Secondly, you should take shelter under a table if you are indoors. And then, drop down and cover your head and neck . Hold on to protect yourself from the objects falling down. When you are outdoors, stay away from buildings, trees and power lines.

TEACHER'S NOTES

✎ ....

....

....

....

E-Portfolio

Prepare a poster about safety and health at school / home / work. Choose one of the following topics.

✓ Preventing falls at school / home / work

✓ Earthquake awareness

e.g.



Self Assessment

I can describe my health problems and symptoms.			
I can ask for and give advice about health problems.			
I can write to a magazine about my health problem.			
I can talk about emergency situations.			
I can ask for help from the emergency services.			
I can talk about obligations, responsibilities and prohibitions in social life.			
I can give information about safety/health.			
I can find the main idea of a text about health problems/emergency situations that happened recently.			
I can prepare posters/leaflets/brochures about safety and health at work.			

E-Portfolio

Prepare a poster about safety and health at school / home / work. Choose one of the following topics.

Ask students to prepare posters about safety and health at school / home / work. Tell them to choose one of the following topics.

KEY
Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

Theme 9

INVITATIONS AND CELEBRATIONS



Functions and Useful Language	Language Skills and Learning Outcomes
1. Asking for and giving suggestions **2.** Doing shopping **3.** Making requests **4.** Talking about future plans **5.** Making and answering phone calls My family is going to throw a birthday party for me tomorrow. Would you like to join us? Would you like to join us for iftar this evening? Are you good at cooking? Can you help me? Have you got any…that I could borrow? Have you got time to prepare some…? Would you mind making a shopping list for the party? Do you mind if I use your car? - Let's go to the cafe, what do you think? - Let's do that/ I like that idea. - I'd rather not because… - Let's keep thinking. - Hey George, it is Lisa calling. - Is Jackson in? / Can I talk to Jackson? - Just a second, I'll call him. - Can you speak slowly, please? - Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? - Do you have any …? / I'm looking for a…. - No, we don't sell them. - How will you pay? - I'll pay in cash/by credit card.	**Listening** E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping in a recorded text. **Pronunciation** E9.9.P1.Students will be able to practice "yod coalescence". (Could you…? Would you …?). **Speaking** E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping. **Reading** E9.9.R1. Students will be able to find the supporting ideas in a text. **Writing** E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans.

1 a) Match the pictures with the types of parties in the boxes below. There is one extra.

1 ◯


2 ◯


3 ◯


4 ◯


5 ◯


6 ◯


- (a) Graduation party
- (b) Birthday party
- (c) Barbecue party
- (d) İftar meal
- (e) Wedding party
- (f) New job celebration
- (g) Housewarming party

b) Answer the questions.

1. Do you know any other parties or celebrations? Tell them to your friends.
2. Which of the celebrations are common in Turkish culture?
3. What do you do on these days/occasions?
4. How do you celebrate them?

9A PARTY TIME

1 a) Match the pictures with the types of parties in the boxes below. There is one extra.

In this part, ask your students to look at the pictures to guess what kind of a party people are having. Students work in pairs and match the types of parties with the pictures. Then, they compare their answers in class.

KEY		
1. d	3. b	5. f
2. a	4. c	6.e

b) Answer the questions.

KEY
Students' own answers

TEACHER'S NOTES

? What do people send invitations for?

2 **Read the text and fill in the blanks with the suitable phrases given below.**

That sounds nice

can you repeat

see you then

I'm going to throw a party



Mina : Hello, Jess. It's Mina.

Jess : Hi, Mina. How is it going?

Mina : Everything is OK. ❶.................................... on Saturday evening.

Jess : ❷................................? I didn't understand.

Mina : I'm going to throw a party. Would you like to join us?

Jess : Nice, Mina. What type of a party are you going to throw?

Mina : It will be a birthday party, Jess.

Jess : ❸...................................... . Where are you giving the party, Mina?

Mina : At home. And it is starting at four o'clock.

Jess : I'll be there. See you.

Mina : Thanks, Jess. ❹...................................... .

Track 72 **Listen to the recording and check your answers.**

3 **Work in small groups or pairs. Discuss the following questions with your partner(s).**

- What kind of parties do you like?
- What do you like doing at parties?
- Who do you invite to your parties?
- What kind of food do you serve at your parties?
- Do you play games at your parties?
- What kind of games do you play at parties?
- What are some polite excuses for not attending a party?

2 **Read the text and fill in the blanks with the suitable phrases given below.**

In this activity, students read the text and fill in the blanks with the phrases given. Then, they listen to the recording and check their answers.

KEY			
1. I'm going to throw a party	2. Can you repeat	3. That sounds nice	4. See you then

3 **Work in small groups or pairs. Discuss the following questions with your partner(s).**

In this part, students work in groups or pairs. They discuss the following questions with their partners.

KEY
Students' own answers

TEACHER'S NOTES

4 Work in pairs. Make a dialogue as in section 2. Use the following phrases in your dialogue.



barbecue party

beverages

market

Sunday

5 o'clock

BET YOU KNOW THIS!

asking for permission	accepting	refusing
Do you mind if I use your ruler?	Of course not, you can use it. Why not? I don't need it now.	But I need it now. Really sorry because I don't want anyone else to use it.
suggestion		
Let's go to the movies. What about going to the movies?	That sounds good. I like that idea.	I'm sorry but I can't. I have to join a meeting.

5 Work in pairs. Write a dialogue with your partner as in the example. Then act out.

e.g. A : Do you mind if I use your car?
B : Of course not, you can use it. (accepting)
Sorry because I don't want anyone else to use it. (refusing)

Do you mind ...? = Is it a problem for you?

You : ....
Your partner : ....
You : ....
Your partner : ....

4 **Work in pairs. Make a dialogue as in section 2. Use the following phrases in your dialogue.**

Students work in pairs. They read the dialogue in section 4 again. Then, they make a dialogue using the phrases.

KEY
Students' own answers

5 **Work in pairs. Write a dialogue with your partner as in the example. Then act out.**

In this activity, students work in pairs. Tell them to dialogue with their partners as in the example. Tell them to act out.

KEY
Students' own answers

TEACHER'S NOTES
✎

1 Match the pictures with the suitable phrases. There is one extra phrase.

1 ◯ 

2 ◯ 

3 ◯ 

4 ◯ 

5 ◯ 

6 ◯ 

(a) birthday cake (b) beverages (c) invitation card (d) food

(e) shopping list (f) gifts (g) guests

2 Work in pairs. Tick (✓) the activities that are necessary to organize a party.

- ◯ Make a shopping list.
- ◯ Decorate the house.
- ◯ Buy a new book.
- ◯ Send the invitation cards.
- ◯ Plan the menu.
- ◯ Go fishing.
- ◯ Buy some food and drinks.
- ◯ Do sports.
- ◯ Watch a movie.
- ◯ Set the table.
- ◯ Buy a new school bag.
- ◯ Greet the guests.
- ◯ Water the flowers.
- ◯ Write the invitation cards.
- ◯ Play computer games.
- ◯ Decide on the theme.

3 Work in pairs. Ask and answer questions using the suitable phrases in section 2 as in the example.

e.g. A: Would you mind making a shopping list for the party?

B: Certainly.

1 Match the pictures with the suitable phrases. There is one extra phrase.

In this activity, students work individually. They look at the pictures and match them with the words given. They compare their answers in class.

KEY		
1. d	3. a	5. f
2. b	4. g	6. c

2 Work in pairs. Tick (✓) the activities that are necessary to organize a party.

Students work in pairs and make a discussion about a party organization. They tick (✓) the activities that are necessary to organize a party. Then, they compare their answers in class.

KEY

✓	Make a shopping list.		Watch a movie.
✓	Decorate the house.	✓	Set the table.
	Buy a new book.		Buy a new school bag.
✓	Send the invitation cards.	✓	Greet the guests.
✓	Plan the menu.		Water the flowers.
	Go fishing.	✓	Write the invitation cards.
✓	Buy some food and drinks.		Play computer games.
	Do sports.	✓	Decide on the theme.

3 Work in pairs. Ask and answer questions using the suitable phrases in section 2 as in the example.

Ask students to work in pairs. Tell them to ask and answer questions using the suitable phrases in section 2 as in the example.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

....

....

....

4 Listen to the dialogue and fill in the blanks with the phrases you hear. Then act it out.

Track 73

A : ❶.................... a kilo of tomatoes and bananas?

B : Of course. Here you are. Anything else?

A : Do you have any ❷........................... ?

B : No, we don't sell it.

A : OK. How much will I pay for tomatoes and bananas?

B : For tomatoes $1 and for bananas $2. Hmm, they are $3 altogether. How ❸............................. ?

A : I will pay by credit card.

B : The POS machine is out of order.

A : Oh, that is bad. What time ❹..........................?

B : We are open from 8 a.m. to 10 p.m.

A : I can pay it after school ❺............................... for you.

B : That's not a problem.

5 Match the expressions on the left with their synonyms. There is one extra.

( ) 1 Have you got time?	a Do you want to join us?
( ) 2 Do you mind if I ...?	b to organize a party
( ) 3 Is there anything that I could do?	c Do you have time?
( ) 4 Would you like to join us?	d I want to do something.
	e Can I ...?

Pronunciation

Track 74

Listen and practise.

YOD COALESCENCE	
/ kʊʤu /	Could you open the door?
/ kʊʤu /	Could you help me?
/ wʊʤu /	Would you like a cup of tea?
/ wʊʤu /	Would you mind calling him?

BET YOU KNOW THIS!

In spoken language we usually assimilate some words and pronounce them differently.

4 Track 73 **Listen to the dialogue and fill in the blanks with the phrases you hear. Then act it out.**

In this activity, students listen to the conversation and fill in the blanks with the phrases they hear. Then, they listen to the recording again and check their answers. Students practice the dialogue with their partners.

KEY		
1. Can I have	2. meat	3. will you pay
4. are you open	5. if it is fine	

5 **Match the expressions on the left with their synonyms. There is one extra.**

Students match the statements with the same meaning in the options. They compare their answers in class.

KEY			
1. c	2. e	3. d	4. a

Pronunciation

Track 74 **Listen and practise.**

Ask students to listen to the recording and practise.

TEACHER'S NOTES

6 Work in groups. Choose a celebration event. Discuss what to do asking for and giving suggestions. Make requests about the arrangements.

Where are you/we going to have the party/celebration, etc?
When are you/we going to have...?
Who are you/we going to invite?
What are you going to do?

Let's ... .
Can you...?
It sounds great!
I like that idea.
Let's do that.
Why don't we...?
I'd rather not, because... .
Do you mind ... ?
Would you mind if ... ?
No, not at all.
Of course not.

İftar meal
Birthday party
Housewarming party
Graduation party
New job celebration
Barbecue party

7 Match the invitation cards with the pictures. There is one extra picture.



1 ◯



2 ◯



3 ◯









8 Work in pairs. Why do people have parties? Do you really like joining parties? Discuss with your partner.

6 **Work in groups. Choose a celebration event. Discuss what to do asking for and giving suggestions. Make requests about the arrangements.**

KEY
Students' own answers

7 **Match the invitation cards with the pictures. There is one extra picture.**

Students work individually. They look at the pictures and match them with the invitation cards given.

KEY
1. b   2. a   3. d

8 **Work in pairs. Why do people have parties? Do you really like joining parties? Discuss with your partner.**

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

9 **a) Work in pairs. Role play the dialogue.**

e.g.

Rita : Hello Sue, it is Rita calling. Let's throw a surprise party for Ted to celebrate his birthday.

Sue : Oh, that sounds wonderful. When?

Rita : On Friday.

Sue : OK. Shall I bring anything?

Rita : No. I am going to prepare the food and drinks. Would you mind calling his family?

Sue : All right, I will do that. I think he will be really happy.

b) What are you going to do on your birthday? Write a short paragraph about your future plans.

....

....

....

10 **Read the invitation letters and match them with the replies. Write the names of the receiver and the sender to the replies.**

1 ◯

Dear Mark,

It's my birthday on Sunday and I'm going to throw a party at my house at 5 p.m. Would you like to join us?

Bye

Nigel

2 ◯

Hello Lena,

I'm planning a surprise party for my sister at my house on Friday. My mother is going to make a cake. We are going to sing and dance. Fancy joining us?

Bye

Pam

a

Dear ....

That is a great idea to plan a surprise party. I like surprise parties. I'm looking forward to the party.

Bye.

....

b

Hello ....

Thanks for your invitation but I can't make it. My grandfather is coming that day. I wish you a happy birthday.

Best wishes ....

9 a) **Work in pairs. Role play the dialogue.**

Ask students to work in pairs. Tell them to role play the dialogue.

KEY
Students' own answers

b) **What are you going to do on your birthday? Write a short paragraph about your future plans.**

Ask students to write a short paragraph about their future plans.

KEY
Students' own answers

10 **Read the invitation letters and match them with the replies. Write the names of the receiver and the writer to the replies.**

Ask students to read the invitation letters and match them with the replies. Tell them to write the names of the receiver and the writer to the replies.

KEY
1. b 2. a

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

11 Work in pairs. Match the speech bubbles with their replies. Then make dialogues and act out.

	Speech bubble	Reply	
1 ◯	Shall I bring anything?	That's not a problem.	a
2 ◯	Remember to bring the candles.	Oh, thank you. I'll be there at 12.30.	b
3 ◯	Would you like to join us for lunch?	I'm going to buy them at the market.	c
4 ◯	Do you mind if I join you later?	No. Everything is ready.	d

12 **a) Write an invitation letter to your friend.**

- ✓ Start with **Hi** / **Hello** / **Dear,** etc.
- ✓ Write the party type.
- ✓ Write date, time, location.
- ✓ Write the planned activities.
- ✓ Close the letter with **Best wishes** / **See you,** etc.
- ✓ Write your name

Dear .... ,

I'm going to ....

....

....

....

....

b) Accept or refuse the invitation. Write a reply.

- ✓ Thank your friend for the invitation.
- ✓ Accept or refuse the invitation.
- ✓ If you accept, offer some help.
- ✓ If you refuse, explain why.

....

....

....

....

....

....

11 **Work in pairs. Match the speech bubbles with their replies. Then make dialogues. Act out.**

Ask students to work in pairs and match the speech bubbles with their replies. Tell them to make dialogues and act out.

KEY			
1. d	2. c	3. b	4. a

12 **a) Write an invitation letter to your friend.**

Ask students to write invitation letters to their friends.

KEY
Students' own answers

b) Accept or refuse the invitation. Write a reply.

Ask students to accept or refuse the invitation. Tell them to write replies.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

What kind of celebrations do you prefer?

1 **Match the pictures with the celebration days. There is one extra.**

1 ◯


2 ◯


3 ◯


4 ◯


5 ◯


6 ◯


7 ◯


a) The Ramadan Feast
b) Independence Day
c) Democracy and National Unity Day
d) The Sacrifice Feast
e) The Republic Day
f) National Sovereignty and Children's Day
g) İftar Meal
h) Housewarming Party

BET YOU KNOW THIS!

If we have celebrations, we can keep our traditions alive.

1 Match the pictures with the celebration days. There is one extra.

In this activity, students are asked to match the celebration days with the pictures. They look at the pictures given. Then, they talk about these pictures. Students match the celebration days with the pictures. You can ask them to share their ideas about any other celebrations in Türkiye.

KEY			
1. c	3. b	5. d	7. g
2. a	4. f	6. h	

TEACHER'S NOTES

✎ ....

2 Read the text and write the symbols of the Ramadan Feast.

Ramadan Feast in Türkiye

The Ramadan Feast in Türkiye is a time for visiting relatives and showing one's respect to older people. It has an alternative name in Türkiye, the Sugar Feast, because people serve sweets and traditional desserts to the guests. It is customary to visit one's relatives, especially older ones and kiss their hands as a sign of respect. Children may go door-to-door to have sweets and small amounts of money.

The symbols of the Ramadan Feast

- ....
- ....
- ....
- ....
- ....

3 Work in pairs. Make a dialogue as in the example.

e.g.

Student A : Would you like to join us for iftar this evening?

Student B : Of course. I like that idea.



2 Read the text and write the symbols of the Ramadan Feast.

Ask students to read the text and write the symbols of the Ramadan Feast.

KEY
• Turkish people visit their relatives, especially older ones. • Children may go door-to-door to have sweets and small amounts of money. • Turkish people serve sweets and traditional desserts to the guests.

3 Work in pairs. Make a dialogue as in the example.

Ask students to work in pairs. Tell them to make dialogues as in the example.

KEY
Students' own answers

TEACHER'S NOTES

✎ ....

1 **Read the text and answer the questions.**

Some Muslim countries celebrate Chaand Raat on different dates. They give different names to the day but the main purpose never changes. In Bangladesh and Pakistan, families and relatives come together in an open area to celebrate the last day of Ramadan. All houses and streets are decorated and they have a festive air. Women and girls apply henna to their hands. They wear colorful dresses. Shops and markets are open till midnight.

1. What does Chaand Raat mean? ....
2. Is Chaand Raat specific to some Muslim countries? ....
3. What do families and relatives do on that day? ....
4. Are shops and markets open till midnight? ....

2 **Work in pairs. Do you know any interesting traditions in your country? Write a paragraph about it.**

....

....

....

Then share it with your classmates.

3 **a) Listen to the recording and fill in the blanks with the phrases below.**

Track 75

do that	visit my grandparents	celebrate his new job
prepare the food and drinks	throw a surprise party	

Nelson : Hi, Kate. It's Nelson calling. Let's ❶............................ for Roy to ❷.................................. .

Kate : Great idea. When?

Nelson : Is this Friday OK?

Kate : I'm sorry, I can't make it. I'm going to ❸.. on this day.

Nelson : What about next Friday?

Kate : OK. That would be great. Shall I bring anything?

Nelson : I'm going to ❹.. . Would you mind ordering a cake?

Kate : All right, I will ❺.. . I think he will be really happy.

b) Work in pairs. Make a similar dialogue with your partner.

....

....

....

1 **Read the text and answer the questions.**

Students look at the picture and read the text. Then, they answer the questions and compare their answers in class.

KEY
1. It is a festival that is celebrated on the last day of Ramadan.
2. Yes, it is.
3. They come together in an open area. They decorate their hands with henna and they wear colorful dresses.
4. Yes, they are.

2 **Work in pairs. Do you know any interesting traditions in your country? Write a paragraph about it.**

In this part, students work in pairs. They think about interesting traditions in Türkiye. Then they write a paragraph about them and they share it with their classmates.

Then share it with your classmates.

Tell them to share it with their classmates.

KEY
Students' own answers

3 **a) Listen to the recording and fill in the blanks with the phrases below.**

Track 75

Ask students to listen to the recording and fill in the blanks with the phrases below.

KEY		
1. throw a surprise party	3. visit my grandparents	5. do that
2. celebrate his new job	4. prepare the food and drinks	

b) Work in pairs. Make a similar dialogue with your partner.

KEY
Students' own answers

4 Work in pairs. Read the dialogue in section 3 again and tick (✓) the suitable picture.

1 

2 

3 

5 **Listen to the recording and fill in the blanks.**

Track 76

George : Hello. George is speaking.
Lisa : Hey George, this is Lisa calling. Is Jackson in?
George : I didn't understand. ❶..., please?
Lisa : Can I talk to Jackson?
George : ❷.. , I'll call him.
Jackson: Hi Lisa.
Lisa : Hi! ❸.....................................?
Jackson: Not bad.
Lisa : Long time no see. ❹...........................?
Jackson: No. Why?
Lisa : ❺..., what do you think?
Jackson: ❻.............................. . Let's do that.
Lisa : OK. See you this afternoon.

- Let's go to the cafe
- Just a second
- Are you busy
- What's up
- I like that idea
- Can you speak slowly

6 **Work in groups of three and make a phone call as in the example.**

e.g.

You	:	Hello. What's up?
Your partner	:	Hello. Not bad.
You	:	Let's go to the cafe, what do you think?
Your partner	:	Let's do that. I like that idea.

Use these

✓ Let's go to the ...., what do you think?
✓ Let's do that / I like that idea.
✓ I'd rather not because ....
✓ Let's keep thinking.

4 **Work in pairs. Read the dialogue in section 3 again and tick (✓) the suitable picture.**

In this activity, students work in pairs. They read the dialogue in section 3 again and tick (✓) the suitable picture. They compare their answers in class.

KEY

2



5 **Listen to the recording and fill in the blanks.**

Track 76

Ask students to listen to the recording and fill in the blanks.

KEY		
1. Can you speak slowly	3. What's up	5. Let's go to the cafe
2. Just a second	4. Are you busy	6. I like that idea

6 **Work in groups of three and make a phone call as in the example.**

Ask students to work in groups of three and make phone calls as in the example.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....
....
....
....
....
....
....

E-Portfolio

Fill in the blanks with the words and write a simple invitation letter.

join	pajama	Sunday	enjoyable	Avenue	enjoy

Please .... us for an .... pajama party.

Date : ....

Time : 08.00 p.m.

Place: 456 North ....

Please wear your favourite .... and .... the party with us.

And then work in pairs and write your own invitation card for a costume party. Then take the picture of your invitation card. Upload it on your school blog.

Self Assessment

I can fill in the missing parts in a dialogue about invitations and apologies on a phone call.			
I can recognise the most frequently used expressions related to shopping in a recorded text.			
I can make and respond to suggestions / requests.			
I can describe future plans and arrangements.			
I can find the supporting ideas in a text.			
I can write simple invitation letters.			
I can write a short paragraph about my future plans.			

E-Portfolio

Fill in the blanks with the words and write a simple invitation letter.

Ask students to fill in the blanks with the words below to write a simple invitation letter.

KEY

Please join us for an enjoyable pajama party.

Date : Sunday .

Time : 08.00 p.m.

Place : 456 North Avenue

Please wear your favourite pajama and enjoy the party with us.

TEACHER'S NOTES

TEACHER'S NOTES

Theme 10

TELEVISION AND SOCIAL MEDIA



Functions and Useful Language	Language Skills and Learning Outcomes
1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc…) 3. Interrupting someone in a conversation 4. Gaining time in a conversation - What do you think…?/ What is your idea …? - I think/In my opinion/ To me, we won't use television in the near future, because… - I don't think so./ No chance! / Never in a million years! That's for sure! /Absolutely! / I guess so! I'm not so sure about it. I couldn't agree more. / No way! I'd say exactly the opposite. No, I'm not so sure about that. That's not always the case. I think there is no point in sharing private photos in social media. You shouldn't rely on all the news available on the Net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt you. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.	Listening E9.10.L1. Students will be able to put the events in a TV broadcast in order. Pronunciation E9.10.P1. Students will be able to practice /d/ and /ð/ sounds. Eg. Day /deɪ/ They / ðeɪ / Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media.

1 **Match the pictures with the TV programs. There is one extra.**

1 ◯


2 ◯


3 ◯

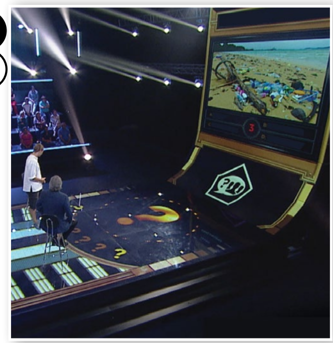

4 ◯


5 ◯


6 ◯


7 ◯


8 ◯


9 ◯


a the news	b documentary	c cartoon	d talk show
e weather forecast	f TV series	g sports program	h quiz show
i TV commercial	j cookery program		

2 **Work in pairs. Look at the TV programs. Ask and answer the following questions in turn.**

– What's your favourite TV program? Why?

– Can you name any other types of programs that you watch on TV?

10A WHAT'S YOUR FAVOURITE TV PROGRAM?

1 Match the pictures with the TV programs. There is one extra.

In this activity, ask your students to match the pictures with program types. If there are unknown ones, you can use the related picture to explain the meaning of that particular TV program. Students match them and compare their answers in class.

KEY				
1. i	3. f	5. b	7. e	9. h
2. d	4. c	6. a	8. g	

2 Work in pairs. Look at the TV programs. Ask and answer the following questions in turn.

In this activity, students work in pairs and look at the TV programs given. Then, they ask and answer the questions in turns. They act it out in class.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

3 Track 77 **Work in pairs. Listen to the recording and fill in the blanks with the statements below. Then act it out.**

You know it	I'm beat	Chill out	What are you up to

Renda : ❶..., Hena?

Hena : I'm trying to find the Channel X. My favourite TV series is about to start but there is something wrong with the channel.

Renda : ❷...............................! What's your favourite TV series?

Hena : It is "Criminal Minds". ❸..............................?

Renda : Not much. What's it about?

Hena : Don't you know it? It's about crime. It's been very popular and it has been on television since 2005. Many people love to watch it.

Renda : That seems interesting.

Hena : Let's watch together.

Renda : Sorry, I can't. ❹............................ and I have to wake up early tomorrow.

4 **Work in pairs. Ask and answer the following questions to your partner and take notes.**

✓ Do you like watching TV?
✓ What kind of programs do you prefer?
✓ What do you think about TV programs?
✓ Why do many people think that watching TV is bad for us? What's your idea?
✓ Did you watch TV last night?
✓ If yes, what was it about?
✓ Would you recommend it?
✓ Which one is more interesting; watching TV or playing computer games? Why?

Then act it out.

5 Track 78 **Listen to the recording and put the events into the correct order.**

✓ moved to the USA
✓ graduated from university
✓ worked in Harry Potter I
✓ made animations for Ice Age II
✓ worked in Frozen
✓ started 3D animation online school

1997	
1998	
2000	
2001	
2006	
2010	

3 **Work in pairs. Listen to the recording and fill in the blanks with the statements below. Then act it out.**

Track 77

In this activity, students listen to the dialogue and fill in the blanks with the statements given. They listen to the recording and check their answers. Then, they practice the dialogue with their partners.

KEY			
1. What are you up to	2. Chill out	3. You know it	4. I'm beat

4 **Work in pairs. Ask and answer the following questions to your partner and take notes.**

In this part, students work in pairs. They ask the questions given to their partners. Then, they take notes. They act it out in class.

KEY
Students' own answers

5 **Listen to the recording and put the events in the correct order.**

Track 78

Ask students to listen to the recording and put the events in the correct order.

KEY	
1997	graduated from university
1998	started 3D animation online school
2000	moved to the USA
2001	worked in Harry Potter I
2006	made animations for Ice Age II
2010	worked in Frozen

TEACHER'S NOTES
✎

10B ARE YOU A COUCH POTATO?

1 **Work in pairs. Ask and answer the following questions about your television habits.**

- How often do you watch TV?
- How many hours do you spend watching TV everyday?
- Can you give the name of a TV program you watch?
- Do you think you are a couch potato?

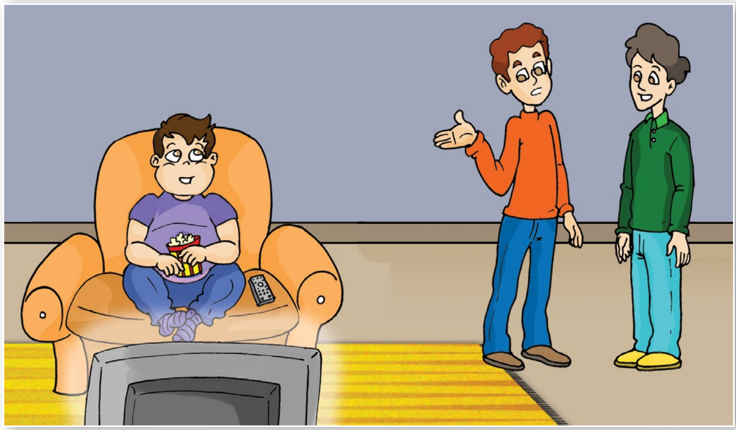
? How long do you watch TV each day?

2 **Read the dialogue and fill in the blanks with the phrases below.**

no way

I guess

couch potato



William : I have two tickets for the soccer match between South Gate and Saxon. Would you like to come with me, Rick? It's in the city stadium.

Rick : Oh, ... it's better to go, William.

William : Do you think Ted would like to join us?

Rick : ....! He is a real .... He just watches TV and eats junk food.

Track 79 **Listen to the recording and check your answers.**

BET YOU KNOW THIS!

giving quick responses (showing interest about the subject)	gaining time for correct word or sentence
(Oh) Really?	
Is that right?	Let me see/let me think
That's great!	Well/so/anyway
That's too bad.	Umm/I mean
That's interesting.	You know
That sounds good/bad.	

10B ARE YOU A COUCH POTATO?

1 **Work in pairs. Ask and answer the following questions about your television habits.**

In this activity, students match the phrases with the words given. They compare their answers in class.

KEY
Students' own answers

2 **Read the dialogue and fill in the blanks with the phrases below.**

In this activity, students look at the picture and read the dialogue. They fill in the blanks with the phrases given. Then, they listen to the recording and check their answers.

KEY
1. I guess 2. No way 3. couch potato

TEACHER'S NOTES

✎ ....

3 a) **Complete the sentences with your own opinions about the future of TV and social media. You can use the following suggested predictions.**

Suggested predictions

- We will use the Internet instead of TV.
- TV will be useless because everyone will have an Internet connection.
- Social media will be more popular in the future.
- TV will be a thing of the past.

– I think we will continue to use social media in the future because

....

– I think we won't use TV in the near future because

....

– I ....

Then share them with your classmates.

b) Listen to your classmates' ideas and note them down.

– ....

– ....

– ....

– ....

– ....

– ....

– ....

4 **Work in pairs. Make a dialogue as in the example about the future of TV and social media.**

e.g. **<u>Student A</u>**

I think we won't use TV in the future but we will continue to use social media.

<u>Student B</u>

No chance! I couldn't agree more. I don't think so. I think we will continue to watch TV in the future.

....

....

....

....

3 a) **Complete the sentences with your own opinions about the future of TV and social media. You can use the following suggested predictions.**

Students work individually. They read the sentences and complete them with their own opinions using the suggested ideas given. Then, they compare their answers in class.

KEY
Students' own answers

b) Listen to your classmates' ideas and note them down.

Ask students to listen to their classmates' ideas and note them down.

KEY
Students' own answers

4 **Work in pairs. Make a dialogue as in the example about the future of TV and social media.**

Ask students to work in pairs. Tell them to make dialogues as in the example about the future of TV and social media.

KEY
Students' own answers

TEACHER'S NOTES
✎ ....

10C ADVANTAGES AND DISADVANTAGES OF TV

1 **Work in small groups. Look at the types of TV programs below and discuss the following questions.**

TV series | Documentary | Sitcom | Quiz Show | The news | Cartoon

– Which one do you like the most? Give reasons.
– Which one do you like the least? Give reasons.
– Which one is suitable for teenagers? Why?
– Which one is not suitable for teenagers? Why?

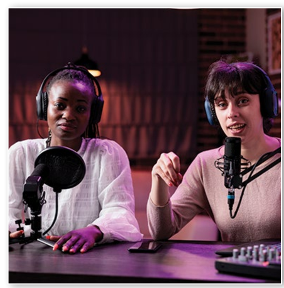
2 **a) Write a TV program for each category in the table.**

Nature and Animals	Comedy	Celebrities	Sports	Politics	Fashion Design

b) Work in pairs. Do you like watching the programs in the table above? Discuss it with your partner. Then share it with your classmates.

3 **Read the dialogue and fill in the blanks with the expressions below.**

Absolutely | Hmm, let me think | Umm | You know | Well



Presenter : Good afternoon viewers. This is Laura Johnson. Today, we are talking about the TV habits of teenagers. We are hosting Abby Green in this program. Well, Abby, thanks for coming to our program. I will ask you some questions about your TV habits.

Abby : OK.

Presenter : Let me ask you the first question. Do you like watching TV?

Abby : Yes, I do.

Presenter : How many hours do you spend watching TV every day?

Abby : ❶................................ . I spend about six hours in front of the TV but it gets a little longer at the weekends.

Presenter : But it wastes your time. OK. Here is the next question. What kind of programs do you prefer watching?

Abby : ❷................................, I usually watch TV series but I especially like quiz shows. ❸.............................. people try to answer the questions to win. Those kinds of things.

Presenter : Well, just a final question: Do you think TV can motivate you to read more?

Abby : ❹..............................! After watching a quiz show, I want to learn about the subject and I read books or search the Net. I can be more interested.

Presenter : ❺.............................., thank you for answering honestly.

Track 80.1

Listen to the recording and check your answers.

4 **Work in pairs. Ask your partner about his/her TV habits as in the reading section.**

10C ADVANTAGES AND DISADVANTAGES OF TV

1 **Work in small groups. Look at the types of TV programs below and discuss the following questions.**

In this activity, students work in small groups. They look at the types of TV programs given and they discuss the following questions.

KEY
Students' own answers

2 **a) Write a TV program for each category in the table.**

Ask students to write a TV program for each category in the table.

KEY
Students' own answers

b) Work in pairs. Do you like watching the programs in the table above? Discuss it with your partner. Then share it with your classmates.

Ask students to work in pairs. Tell them to talk about the programs in the table above and discuss them with their partners.

KEY
Students' own answers

3 **Read the dialogue and fill in the blanks with the expressions below.**

Students read the dialogue and fill in the blanks with the expressions given. Then, they listen to the recording and check their answers.

KEY
1. Hmm, let me think 2. Umm 3. You know 4. Absolutely 5. Well

4 **Work in pairs. Ask your partner about his/her TV habits as in the reading section.**

Ask students to work in pairs. Tell them to ask their partners about their TV habits as in the reading section.

KEY
Students' own answers

5 Track 80_2 Listen to the recording again and fill in the table below.

An Advantage of Watching TV	A Disadvantage of Watching TV
....	....

6 Write a comment on a topic via social media.

....
....
....
....
....
....
....

Pronunciation

7 Track 81 Listen and practise. Notice the pronunciation of /d/ and /ð/ sounds.

e.g. Day / deɪ / They / ðeɪ /

/d/	/ð/
decide	this
kind	with
idea	other
friend	weather

8 Track 82 Listen and tick (✓) the correct sounds you hear.

	kind	weather	those	mother	with	this	idea	friend	there	decide
/d/										
/ð/										

5 **Listen to the recording again and fill in the table below.**

Track 80.2 In this part, students listen to the recording again and fill in the table. Then, check it in class.

KEY

An Advantage of Watching TV	A Disadvantage of Watching TV
It motivates you to search.	It wastes your time.

6 **Write a comment on a topic via social media.**

Ask students to write comments on a topic via social media.

KEY

Students' own answers

Pronunciation

7 **Listen and practise. Notice the pronunciation of /d/ and /ð/ sounds.**

Track 81 Students will be able to practice /d/ and /ð/ sounds.

8 **Listen and tick (✓) the correct sounds you hear.**

Track 82 Ask students to listen and tick (✓) the correct sounds they hear.

KEY

	kind	weather	those	mother	with	this	idea	friend	there	decide
/d/	✓						✓	✓		✓
/ð/		✓	✓	✓	✓	✓			✓	

TEACHER'S NOTES

✎ ....

....

....

....

....

....

....

....

10D PLEASE, DON'T INTERRUPT ME!

How many friends have you got on social networking sites?

1 Work in groups. Read the dialogue and fill in the blanks. Then act out.



Moderator : Good evening our viewers. This is Amy Brown. Today, we are talking about the effects of social media. Here are our guests, Mr. Claus, Mr. Watson and Mrs. Luke.
Hello, Mr. Claus. What do you think about the effects of social media?

Mr. Claus : ❶.................., I think social media has become a part of our life.

Mrs. Luke : ❷......................................, as a part of our life, social media has bad and good effects.

Mr. Claus : Please, ❸................................, Mrs. Luke.

Mrs. Luke : Oh, sorry.

Moderator : Please ❹.................., Mr. Claus.

Mr. Claus : Well, we usually keep in touch with our friends. That's fun.

Moderator : ❺... about this, Mr. Watson?

Mr. Watson : I couldn't agree more. You can do lots of other things instead of social media. For example you can call your friends.

Mrs. Luke : ❻... here?

Moderator : Certainly, Mrs. Luke.

Mrs. Luke : We usually get online. It's not a healthy life. It makes us have a lack of movement.

Mr. Claus : ❼.........................! I think social media has a good impact. It also makes us relax.

Mrs. Luke : ❽.................................!

Mr. Watson : I agree with you, Mrs. Luke.

Moderator : ❾.................., we can conclude that social media has good and bad effects on our life. Thank you for coming and answering honestly.

No way	go on	Don't interrupt me	No chance
Umm	Sorry to interrupt that	Well	
Can I add something	Do you have anything to say		

Track 83

Listen to the recording and check your answers.

10D PLEASE, DON'T INTERRUPT ME!

1 **Work in groups. Read the dialogue and fill in the blanks. Then act out.**

Ask students to work in groups. Tell them to read the dialogue and fill in the blanks. Ask them to act out.

KEY
1. Well
2. Sorry to interrupt that
3. don't interrupt me
4. go on
5. Do you have anything to say
6. Can I add something
7. No way
8. No chance
9. Umm

TEACHER'S NOTES

✎ ....

2 Fill in the boxes with the suitable expressions from the dialogue in section 1.

Agreeing	Disagreeing
....	....
....	....
....	....

Stating an opinion	Asking for an opinion
....	....
....	....
....	....

3 **Work in pairs. Make a dialogue as in the example.**

e.g. **Student A**

I think, we learn a lot of useful information from TV.

Student B

I am not sure about it. I think it's better to read a book than watch TV.

Then act it out with your partner.

4 **Work in small groups. Discuss the following questions with your partners as in section 3. Take notes and share them with your classmates.**

– Do you think watching TV is a waste of time? Why?
– Can we learn a lot of things watching TV? How?
– How do you keep in touch with your friends?
– Do you always get online?

5 **Look at your notes in the previous section and write a short paragraph about them.**

....

....

2 Fill in the boxes with the suitable expressions from the dialogue in section 1.

Students read the dialogue in section 1 again and they fill in the blanks with the suitable sentences. They compare their answers in class.

KEY

Agreeing

– Certainly.

– I agree with you.

Disagreeing

I couldn't agree more.

No way!

No chance!

Stating an opinion

– I think social media becomes a part of our life.

– Social media has bad and good effects.

Asking for an opinion

– What do you think about the effects of social media?

– Do you have anything to say about this, Mr. Watson?

3 Work in pairs. Make a dialogue as in the example.

In this activity, students work in pairs. They practice agreeing and disagreeing with their partners as in the example. Then, they act it out in class.

KEY
Students' own answers

4 Work in small groups. Discuss the following questions with your partners as in section 3. Take notes and share them with your classmates.

In this activity, students work in small groups. They discuss the questions given with their partners as in the section 3. They take notes and share them with their classmates.

KEY
Students' own answers

5 Look at your notes in the previous section and write a short paragraph about them.

Students look at their notes in the previous section and they write a short paragraph about them. Then share it in class.

KEY
Students' own answers

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a paragraph about your TV watching habits. Take a picture of it and upload it on your school blog.



Self Assessment

I can make predictions about the future.			
I can agree or disagree with others by giving my opinions.			
I can act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.			
I can skim short, simple texts to draw a conclusion in terms of social media.			
I can write a comment on a topic via social media.			
I can listen and understand the people talking in a TV broadcast.			

E-Portfolio

Work in pairs and prepare your e-portfolio. Write a paragraph about your TV watching habits. Take a picture of it. Upload it on your school blog.

Ask students to work in pairs and prepare their e-portfolios. Tell them to write paragraphs about their TV watching habits. Tell them to take pictures of them and upload them on their school blog.

KEY
Students' own answers

TEACHER'S NOTES
✎

WORKBOOK ANSWER KEY

1 **Read the text and fill in the blanks.**

Belinda
grandmother, 67
housewife

Nicholas
father, 47
lawyer

Betty
sister, 12
student

Adda
mother, 45
accountant

Lion
grandfather, 68
retired



Robin

Hello, I'm Robin. I'm 10 and I'm a student. This is my family. We live in California. Nicholas is my father. He is 47 and he is a lawyer. He defends people in court and gives legal advice. My grandfather's name is Lion. He is 68 and he is retired. Belinda is Lion's wife. She is 67 and she is a housewife. I love my grandparents. My mother, Adda is an accountant. She is 45. She works in a company's accounting department. Betty is my sister. She is 12 and she is a student. We are a happy family.

2 **Read the text again and fill in the blanks with the words below.**

1. Belinda is Lion's ....wife.......... .
2. Adda is Robin's ....mother.......... .
3. Nicholas is Belinda's ......son...................... .
4. Betty is Robin's ....sister.......... .
5. Nicholas is Adda's ....husband.............. .
6. Robin is Betty's ....brother.......... .

husband | mother | son | sister | wife | brother

3 Match the pictures with the jobs.

1 C



2 A



3 B



A

I'm Hüseyin from Türkiye. I live in Ankara. I'm a butcher and I work with meat. I cut the meat and sell it in my shop. I have to do all the work by myself. I don't have to work long hours so I like my job. It is well-paid.

B

I'm Axel from Belgium. I'm a gardener. I keep gardens clean and tidy. I take care of the plants and flowers in the garden. My job is tiring and it isn't well-paid. I love my job because I like growing plants and flowers. Taking care of the plants and flowers makes me happy.

C

I'm Kento from Japan and I work as an engineer for a big company. I develop solutions to technical problems. I sometimes design, build, or maintain engines, machines, structures or public works. I have to work long hours but I earn a lot of money. It makes me happy.

4 Fill in the blanks with the suitable phrases according to the texts in section 3.

1. Hüseyin is a(n) ...butcher... . He ...cuts the meat... and sells it.
2. Axel is a(n) ...gardener... . He ...keeps gardens... clean and tidy.
3. Kento is a(n) ...engineer... . He ...develops solutions... to technical problems.
4. Hüseyin works with ...meat... .
5. Axel's job is ...tiring... and it isn't well-paid.
6. Kento works for ...a big company... .
7. Axel loves his job because he likes growing ...plants and flowers... .
8. Kento earns a lot of ...money... .

5 Read the phrases and do the crossword puzzle.

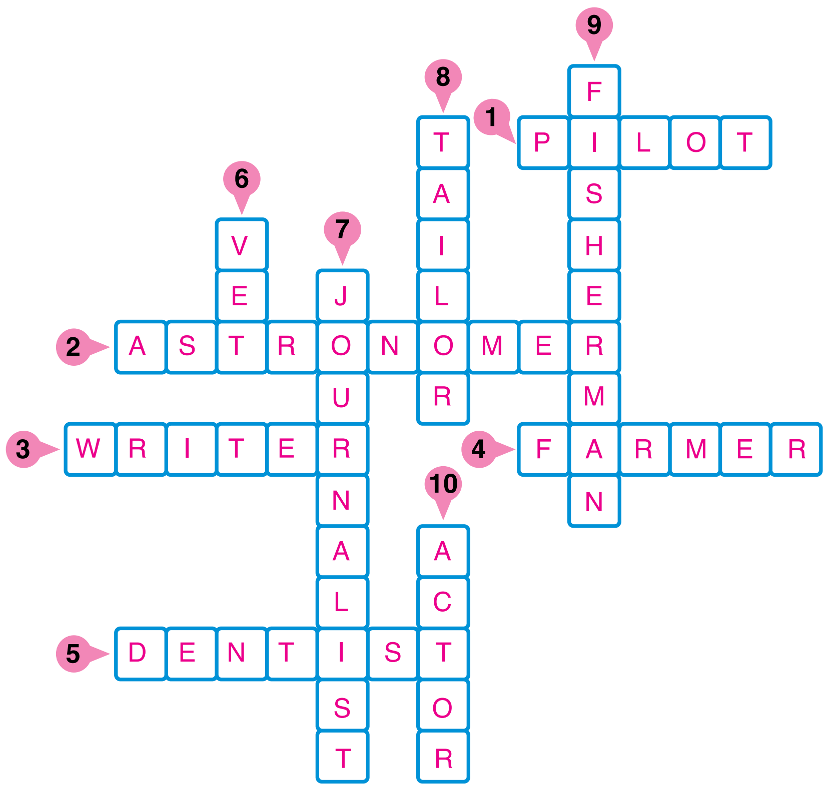
Across

1. a person who flies a plane.
2. a person who studies planets, stars, and the galaxies.
3. a person who writes books or novels.
4. a person who works on a farm.
5. a person who can solve problems with your teeth.



Down

6. a person who looks after sick animals.
7. a person who writes for a newspaper.
8. a person who cuts and sews fabric.
9. a person who catches fish.
10. a person (male) who acts in a play or a movie.





6 **Match the jobs with their definitions to make sentences. There is one extra.**

Answer	Job			Definition
h	1 A carpenter	is	a	a person that drives buses.
d	2 A designer		b	a person that collects trash or rubbish from bins in the streets.
a	3 A bus driver		c	a person that prepares food for others, often in a restaurant or cafe.
f	4 A lecturer		d	a person that has the job of designing things.
g	5 A librarian		e	a person that saves lives where people swim (at a beach or swimming pool).
e	6 A lifeguard		f	a person that gives lectures, usually in a university.
c	7 A chef		g	a person that works in a library.
			h	a person that makes things from wood including houses and furniture.

7 **Fill in the blanks with the suitable phrases below.**

factory worker | scientist | fireman | mechanic | model | waitress

1. I need to call the ....mechanic.......... . My car is out of order.
2. My father is a ....fireman.......... . He likes his job because helping people in danger makes him happy.
3. My uncle is a ....factory worker..... . He works in a factory.
4. Susan works as a ....waitress.......... in a restaurant.
5. My friend Bess is a ....model.......... . She is very attractive. She works in fashion, modeling clothes and accessories.
6. She is a ....scientist.......... . She works in the science industry. She does many experiments.

8 **Look at the picture and fill in the blanks with the suitable phrases.**



photo	camera	chair	cap
skateboard	ball	TV	study table

This is Simon's bedroom. There is a ....ball......... between the computer screen and the file folders. He has got a ....cap.......... . It is black and grey. It is hung on the wall near the ....picture........ There is a ....camera........ in front of the file folders. He has got a blue ....skateboard..... in his room. He has got eyeglasses. They are on the ....study table..... . He hasn't got a ....TV........... in his room. There is a ....chair........... in front of the study table. It is red.

9 **Write a paragraph about your room as in the example.**

e.g. I have got a desktop PC on my study table in my room. There is a TV on the wall. I have got a bed and a wardrobe. I haven't got a sofa.

....

....

....

Students' own answers

....

....

10. **Read the sentences below and put them in the correct columns.**

Everyday English	Formal English
What's up?	How are you?
Hi, long time no see!	I haven't seen you for a long time.
Great to see you again!	Nice to see you again.
Not bad.	I'm fine thank you.
Catch you later.	Good bye.

How are you?

I'm fine, thank you.

What's up?

Nice to see you again.

Great to see you again!

Not bad.

Catch you later.

Goodbye.

Hi, long time no see!

I haven't seen you for a long time.

11. **Make a dialogue in formal English. Use the sentences in activity 10.**

A: ....

B: ....

A: ....

B: ....

A: Students' own answers

B: ....

A: ....

B: ....

12 Read the dialogue and fill in the blanks.

Benon : Hello, Coley. ....What's up..........?

Coley : Not bad. And you?

Benon : ....Fine.......... . Would you like to go bowling with me today?

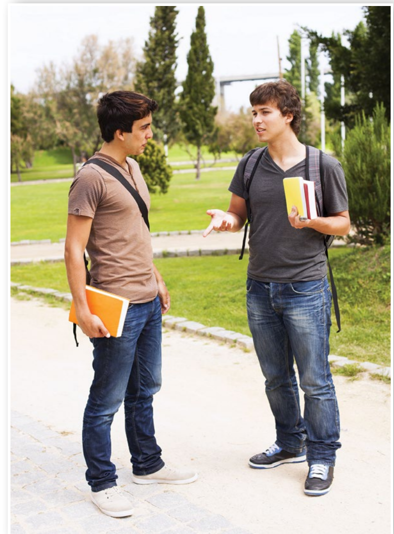
Coley : ...Thank you for offering.... . To be honest, I really don't feel like going bowling today. I went bowling yesterday.

Benon : .....That's too bad..... . I'm disappointed.

Coley : I hope you understand. Maybe another time.

Benon : OK. ......I understand...... . Take care. ...Catch you ...later..., Coley.

Coley : Goodbye, Benon.



That's too bad | I understand | Thank you for offering | Catch you later | Fine | What's up?

13 Work in pairs. Write a dialogue in everyday English. Use the sentences in activity 12.

You : ....

Your friend : ....

You : ....

Your friend : ....

You : ....

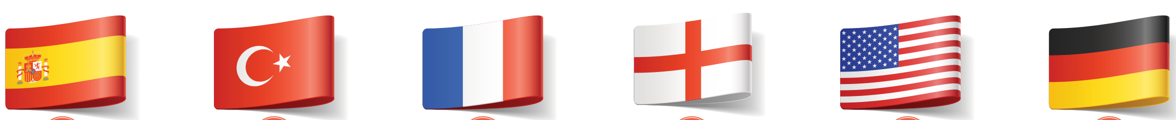
Your friend : ....

You : ....

Your friend : ....

Students' own answers

14 Match the flags with the countries. There is one extra.



1 e, 2 c, 3 a, 4 g, 5 d, 6 b

a France
b Germany
c Türkiye
d the USA
e Spain
f Italy
g England

1 Match the pictures with the words. There is one extra word.

1 d


2 i


3 g


4 h


5 c


6 b


7 a


8 f


9 j


a shopping mall | b supermarket | c book shop | d florist | e toy shop
f clothes shop | g bakery | h hospital | i movie theater | j pharmacy

2 Read the sentences and write the names of the places from the previous section.

a We can buy medicine there. ....pharmacy..........
b We can buy groceries there. ....supermarket..........
c We can buy flowers there. ....florist..........
d We can buy bread there. ....bakery..........
e We can watch a film there. ....movie theater..........
f We can go there when we are sick. ....hospital..........
g We can buy clothes there. ....clothes shop..........
h We can see a lot of shops there. ....shopping mall..........
i We can buy books there. ....book shop..........

3 Read the texts and fill in the table below.



My name is Rachele and I live in Torino, Italy. I live in a house with my family. We have got a big garden and a swimming pool. There is only a small cafe in my neighborhood. There isn't a supermarket close to my house. The closest supermarket is 20 minutes away, so I go there twice a week. I don't like this. This makes me crazy.

I'm Hardy. I live in Ulm, Germany. I live in an apartment building. It is old style but nice. I live here alone. I have everything in my neighborhood from restaurants and supermarkets to a hospital, and a pharmacy. There is a nice cafe close to my home. I usually go and drink something there. It makes me happy.



	Where do they live?	What have they got in their neighborhood?
Rachele	She lives in a house.	There is only a small cafe.
Hardy	He lives in an apartment building.	There are restaurants, supermarkets, a hospital, and a pharmacy.

4 Put the following words in the suitable category.

live happy apartment make house

neighborhood nice like crazy

Noun	Verb	Adjective
apartment	live	happy
house	make	nice
neighborhood	like	crazy

5 **Describe your neighborhood as in the previous section. Use the following questions.**

a. Where do you live?

b. What kind of house do you live in?

c. Can you tell us the positive things about your neighborhood?

d. Can you tell us the negative things about your neighborhood?

....

....

....

Students' own answers

....

....

....

....

6 **The followings are the places you can see in your neighborhood. Let's find them in the puzzle. They can be horizontal (—), vertical (|), or diagonal (/).**

BOOK SHOP	BAKERY	LIBRARY	PARK
POST OFFICE	SCHOOL	MOSQUE	RESTAURANT
PHARMACY	BANK	SHOPPING MALL	SUPERMARKET

P	O	S	T	O	F	F	I	C	E	W	L
H	E	C	O	X	O	N	E	R	A	L	T
A	I	H	U	W	R	E	T	P	A	R	K
R	N	O	B	A	N	K	U	M	R	E	E
M	T	O	T	I	Y	N	G	O	T	S	I
A	R	L	E	R	N	N	B	S	E	T	N
C	S	E	E	N	I	I	C	Q	O	A	K
Y	A	K	M	P	A	C	O	U	K	U	S
E	A	V	P	I	Y	O	R	E	U	R	M
B	B	O	O	K	S	H	O	P	S	A	E
N	H	L	I	B	R	A	R	Y	B	N	E
S	U	P	E	R	M	A	R	K	E	T	N

7 Fill in the blanks with the suitable sentences.

Catch you later	No, there isn't	Is there a shopping mall?
How is your new neighborhood	Is there a cafe	How is it going



Alice : Hello, Glenn. ....How is it going....?

Glenn : Not bad, Alice. Long time no see.

Alice : Yes, you are right. ....How is your new neighborhood....?

Glenn : It's very busy but nice.

Alice : ....Is there a café....?

Glenn : Yes, there are two cafes.

Alice : ....Is there a shopping mall....?

Glenn : Yes, there is a big shopping mall close to my house. I often go there.

Alice : Is there a hospital near your house?

Glenn : ....No, there isn't.... but there is a big pharmacy.

Alice : Oh, that's very nice.

Glenn : Alice, my mother is waiting for me at the supermarket now. I must go now. ....Catch you later.... .

Alice : OK. Bye.

8 Look at the pictures below and match them with the phrases. There is one extra phrase.

1 b



2 d



3 c



4 a



a cross the street

b go through the school

c turn left

d turn right

e take the second turning on the left

9 Fill in the blanks with the suitable phrases.

Well	How will you pay	Thank you
Here you are	Excuse me	How much do they cost



Patricia : ...Excuse me..., do you have any apples?

Grocer : ...Well..., I have red apples.

Patricia : Let me look. Hmm, they look delicious. ...How much do they cost... ?

Grocer : One kilo of apples costs 2 dollars.

Patricia : Alright. I will buy three kilos.

Grocer : ...How will you pay... ?

Patricia : I will pay in cash. ...Here you are... .

Grocer : ...Thank you..., here are your apples. Have a good day.

10 Write a dialogue between you and a grocer as in section 9.

You : ....

Grocer : ....

You : ....

Grocer : ....

You : ....

Grocer : ....

You : ....

Grocer : ...Students' own answers...

You : ....

Grocer : ....

You : ....

Grocer : ....

You : ....

Grocer : ....

You : ....

Grocer : ....

1 Read the text and complete the sentences.

As you watch the action hero on the screen, you are amazed at how he's able to dodge death at every turn. From exciting car chases and explosions all around, today's movie stars survive some unbelievable dangers.



Do not believe all you see in movies. The actors aren't performing every scenes especially the action scenes. How do they film all those incredible scenes? Would you like to know what goes on behind the cameras? Let's discover it.

A stuntman is a person who takes an actor's place during the filming of stunts and dangerous scenes for a movie or TV show. Today, they create stunts with computer - generated special effects. These effects still look real on the big screen, but they don't put anyone in harm's way to get that really cool explosion on film.



1. ......Actors......... don't do their own stunts in movies.
2. A ......stuntman...... is a person who takes an actor's place during the filming of stunts.
3. Today, the most dangerous stunts are being created purely with ....computer-generated.... special effects.
4. These effects don't ....put.......... anyone in harm's way.

2 Which of the following questions isn't mentioned above? Read and tick (✓) .

✓	1	Do actors do their own stunts in movies?
◯	2	What is a stunt?
◯	3	What goes on behind the camera?
✓	4	What would you like to be?
◯	5	Do stuntmen ever get hurt?

3 Match the movie types with their definitions. There is one extra.

No.	Movie type	Answer
1	Action	c
2	Sci-fi	d
3	Comedy	a
4	Horror	g
5	Animation	e
6	Western	f
7	Musical	h
8	Documentary	b
9	Romance	i

a. It's a story that tells about a series of funny or comical events, intended to make the audience laugh.

b. It's a movie that shows real events or provides information about a particular subject.

c. It's a movie with a fast - moving plot, usually containing scenes of violence.

d. It's a story that tells about science and technology of the future.

e. It's a movie in which puppets or drawings appear to move.

f. It's about life in the west of America, especially in the 19^{th} century.

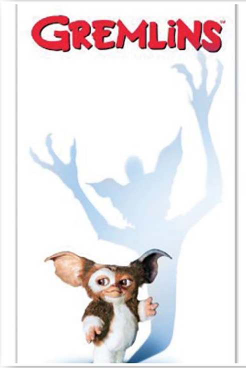
g. It's a movie that contains a lot of scenes with jump scares.

h. It's a movie that has singing and dancing as parts of the story.

i. It's a movie about a romantic relationship.

j. A play for theatre, radio, or television.

4 **Write the movie types under the movies. Then find them in the puzzle. They can be horizontal (–), vertical (I) or diagonal (/).**



1 HORROR



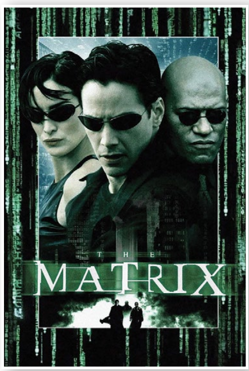
2 COMEDY



3 SCIENCE FICTION



4 ANIMATION



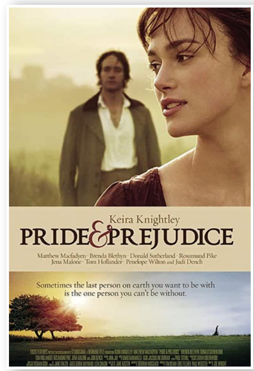
5 ACTION



6 WESTERN



7 DOCUMENTARY

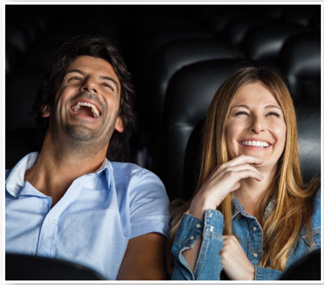


8 DRAMA

W	A	L	T	D	H	O	R	R	O	R	I	O	S
E	N	E	C	Y	K	G	U	N	D	A	G	T	N
S	U	R	O	A	A	Y	B	B	D	Y	I	R	Z
T	Y	O	M	R	D	U	M	D	R	E	M	A	E
E	A	Y	E	R	I	A	K	A	A	K	C	N	K
R	T	A	D	R	R	B	T	E	M	N	S	T	E
N	O	G	Y	A	N	N	K	A	A	D	I	I	R
S	E	L	I	M	E	N	I	I	M	W	Q	Q	U
N	A	N	I	M	A	T	I	O	N	E	R	K	A
A	R	M	U	S	A	R	K	S	E	V	I	C	O
D	A	C	T	I	O	N	O	K	A	N	K	Q	Y
M	O	A	V	C	O	K	S	E	V	E	T	A	N
D	D	N	I	K	A	T	I	A	X	W	U	T	K
S	C	I	E	N	C	E	F	I	C	T	I	O	N

5 **Match the pictures to the statements below. These people are watching the movies. Guess the movie types.**

1 c


2 a


3 b


4 e


5 d


a. Comedies make people laugh.

b. Horror movies make people afraid.

c. Dramas don't make the audience laugh.

d. Cartoons are usually for kids.

e. Action movies are full of chases and fights.

f. Documentaries are educational.

6 **Circle the correct type of movie according to the description.**

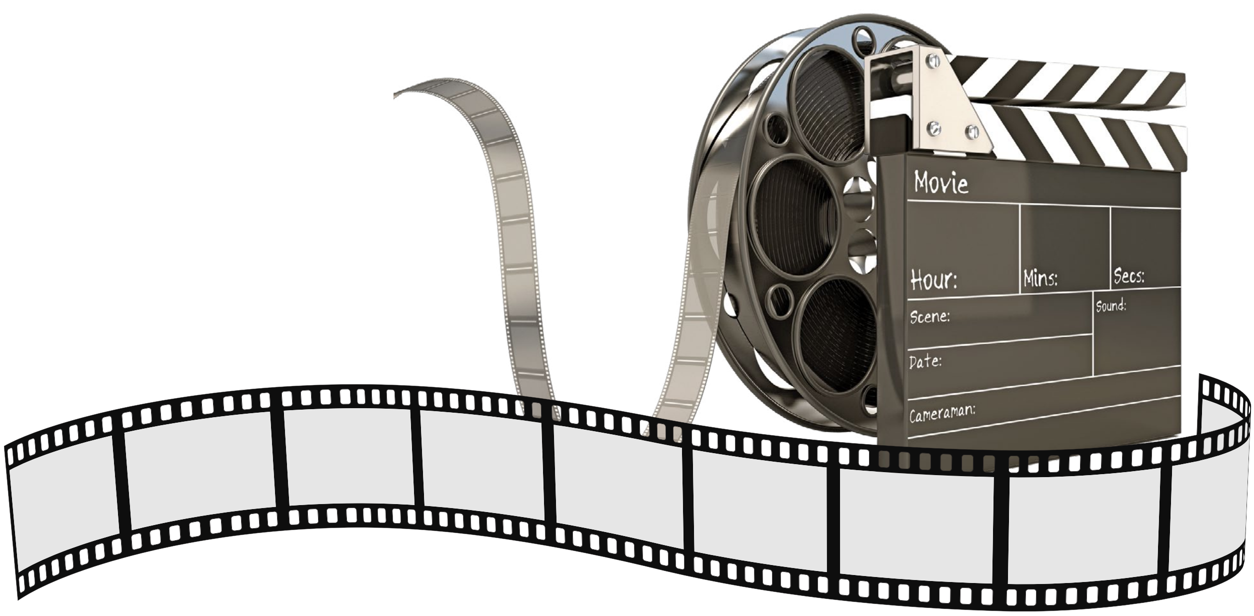
1. They usually show a crazy murderer who kills people in a scary old house.
   a. horror movies b. comedies
2. They usually show a family and their problems.
   a. science - fiction movies b. dramas
3. They usually show spaceships and aliens.
   a. cartoons b. science-fiction movies
4. They usually show a car chase between the police and a thief.
   a. action movies b. dramas
5. They usually have a funny content and a happy ending.
   a. comedies b. horror movies
6. They are made using sequential drawings.
   a. dramas b. cartoons

7 **Work in pairs. Ask and answer the following questions.**

1. What is your all - time favourite movie?
2. What is your favourite movie of this year?
3. What is your favourite movie type?
4. Who is your favourite movie character?
5. Which types of movies make you cry?
6. Which types of movies make you laugh?
7. What snacks do you like to eat when you're watching a movie?
8. Who is your favourite movie actor/actress?
9. What is your favourite animated movie?
10. How many times have you seen your favourite movie?
11. Do you search gifs and pictures of your favourite movies?
12. What is your favourite scene in a movie?
13. What is your favourite movie song?
14. Have you ever watched a movie just because your favourite actor/actress was in it?
15. Do you prefer watching movies with someone or by yourself?

Then act it out in class.

Students' own answers



8 **Write the jobs of the people and then match them to the speech bubbles.**

A — We act in the movies.

B — I assist the electrician.

C — I use a camera to film.

D — I control the action and dialogues in front of the camera.

E — I start and cut the scene. I also help the director.

F — I assist the production sound mixer and operate the boom microphone.

1 C



CAMERA OPERATOR

2 A



CAST

3 E



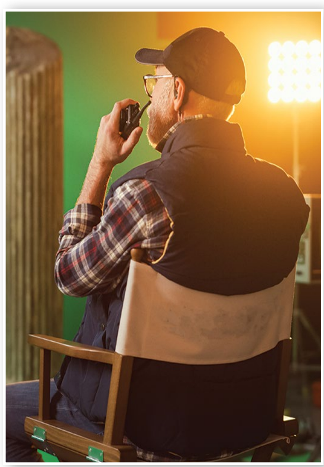
ASSISTANT DIRECTOR

4 B



BEST BOY

5 D



DIRECTOR

6 F



BOOM OPERATOR

9 **Read the movie review below and fill in the blanks with the phrases in the boxes.**

watching the movie	watched a movie	successful movie	movie is about

end of the movie	beginning of the movie	plot of the movie

We ....watched a movie.......... yesterday. It was a ....successful movie.......... and I liked it. I was really surprised at all the negative reviews here. Even as I was ....watching the movie.......... for the first time, I knew I would need to see it again. The ....movie is about.......... a team of robbers that will do one final job in Venice, Italy. The ....beginning of the movie.......... was boring but the climax of it was exciting. The ....end of the movie.......... was fast and interesting. The ....plot of the movie.......... was incredible.

LOOK!

like enjoy hate watch go to	MOVIE
boring dull funny entertaining awful	
the plot of the the beginning of the the climax of the the end of the	

MOVIE	maker star director music
	from about of with for
	contain present show tell be on



10 **Complete the dialogue using the expressions below.**

A: ....Would you like to.......... come us to watch a movie at home?

B: ....Sounds great........... . When?

A: On ....Friday night.......... .

B: That's fine. What time should I come there?

A: At around ....8 o'clock.......... .

Friday night	Sounds great	8 o'clock	Would you like to

1 **Match the pictures of natural disasters with the definitions of them. There is one extra.**

1 b


2 a


3 e


4 c


5 d


6 f


a) a sudden fall of a lot of rocks and earth down a hill

b) a large amount of water covering an area that is usually dry land

c) a sudden shaking of the Earth’s surface that sometimes causes a great damage

d) a long period when there is little or no rain

e) a violent wind that has a circular movement

f) a large amount of ice, snow and rock that falls down the side of a mountain

g) a sudden explosion of volcanic material

2 **Read the text and complete the table below.**

On March 11, 2011, an earthquake hit Japan. The local time was 2.46 p.m. Its magnitude was 8.9. A great tsunami hit the country after this powerful earthquake. Both the earthquake and the tsunami caused a big damage. Unfortunately, thousands of people lost their lives.

Disaster(s)	Earthquake, Tsunami
Country	Japan
Date	March 11, 2011
Local time	2.46 p.m.
Magnitude	8.9

3 **Read the text and tick (✓) the suitable picture.**

When I was a child, it hit our city because of a heavy rain. The roads were full of dirty water. My family tried to find stones, woods and sandbags to stop the water entering inside our house. Everybody did the same. The people had to climb up to the roofs of their houses because the water from the river flooded their houses very quickly. They waited for several hours to be rescued. All the things in the shops and the cars on the street became unusualable. People used boats to go from one place to another. Many houses were damaged. It was very bad.

1 ◯



2 ✓



3 ◯



4 **Read the text and answer the questions.**

1. Why did they try to find stones, woods and sandbags?
   To stop the water entering inside their house.
2. When did the flood happen?
   It happened when he was a child.
3. What did the people do after the flood?
   They tried to find stones, woods and sandbags to stop the water.
4. How did people go from one place to another?
   They used boats to go from place to another.
5. What does "damaged" mean in the passage?
   It means "full of water."

5 **Work in pairs. Choose a natural disaster and make a dialogue as in the example. Use the prompts below.**

earthquake	food	avalanche	landslide	tornado

Student A

- I don't understand how/why ....
- I'm not satisfied with ....
- There seems to be a problem with ......

Student B

- We should ....
- Why don't we ....
- It might be a good idea to ....
- We need to take some precautions.

e.g. A : I don't understand how the earthquake damaged the city.

B : It's very bad. We need to take some precautions.

A : I agree with you. The buildings must be earthquake resistant.

B : Of course, we must be conscious all the time.

A: ....

B: ....

Students' own answers

A: ....

B: ....

Then, act it out in class.

6 **Work in pairs. Ask and answer the questions.**

1. What natural disasters happen frequently in your country?
2. What was the latest natural disaster in your country?
3. When did it happen?
4. Where did it happen?
5. Do you have an emergency plan?
6. Why do we have an emergency plan?

Students' own answers

7 **Look at the picture and answer the questions.**

– What do you see in this picture?

– How do natural disasters affect wild animals' lives? Share your ideas with your classmates.



e.g. Drought affects wild animals' lives. Wild animals need water, too. When water is in short supply for humans, it is also in short supply for wildlife.

8 **Work in pairs. Look at the pictures in section 1 and write a short paragraph about love for nature.**

What can we do to prevent natural disasters?

We can .....

We can also ......

I think it is best ....

Governments should ....

I think we should ....



....

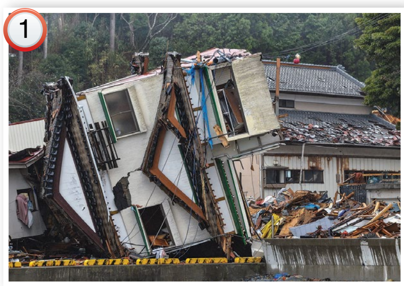
....

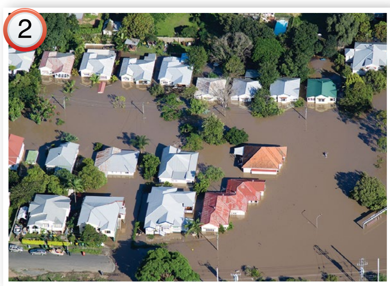
Students' own answers

....

....

9 **Match the texts with the pictures below.**

1 

2 

3 

Heavy rain started at around 2 a.m. and caused a disaster. It affected the town of the North East. It left some houses under flood.

(a)

Today, a 9.0 magnitude of earthquake hit Japan. It occurred at the depth of 32 kilometers in the West Pacific Ocean and lasted almost 6 minutes.

(b)

Heavy rain caused tonnes of rock and mud to slide down the mountainside, destroying roads and railways. It was a big landslide. Luckily, nobody had been injured.

(c)

1 **Do you know these people? Write their names and professions.**

1

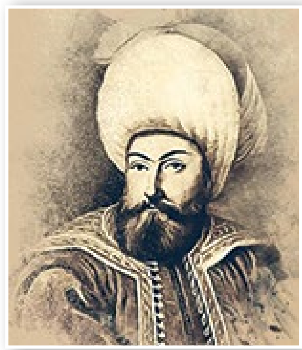

Fatma Aliye Hanım
She is the first woman novelist in Turkish history. She is talented and brave.

2


İbn-i Sina
He was one of the most important scientists in the world. He examined human body and treated many sick people.

3


Büşra Ün
She is a Turkish Paralympic wheelchair tennis player. She is the first Turkish female tennis player in Paralympics. She won a lot of cups and medals.

4


Osman Gazi
He was the founder of the Ottoman State.

5


Aziz Sancar
He is a Turkish professor. He won the Nobel Prize for Chemistry.

6


Sabiha Gökçen
She was the first woman aviator in Türkiye.

2 **Find the phrases in the puzzle. They can be horizontal (–), vertical (I) or diagonal (/).**

BOOM OPERATOR | STUNTMAN | DIRECTOR | ACTOR
CAMERA OPERATOR | ACTRESS | BEST BOY | CAST

B	E	C	O	N	X	S	E	Q	Z	U	N	R	O
E	K	S	K	X	R	N	N	N	I	A	C	O	K
S	E	A	R	N	U	E	I	Z	M	E	A	N	B
T	W	V	I	R	Y	O	A	T	A	G	C	O	O
B	D	I	A	D	O	G	N	O	N	E	T	D	O
O	V	J	T	W	Q	U	T	N	R	U	O	N	M
Y	G	B	A	C	T	R	E	S	S	W	R	U	O
S	E	N	I	S	B	I	I	X	T	O	G	B	P
U	N	A	K	L	L	R	P	T	M	R	A	E	E
C	A	S	T	A	K	E	A	D	I	Z	R	D	R
H	A	I	A	K	R	A	R	U	L	U	K	O	A
M	D	I	R	E	C	T	O	R	T	A	W	N	T
S	Y	R	E	N	E	F	E	I	I	R	E	A	O
B	K	O	R	U	N	N	T	N	N	S	Y	B	R
C	A	M	E	R	A	O	P	E	R	A	T	O	R

3 **Write the adjectives in suitable columns.**

stubborn | reliable | honest | dependable | nice
mean | successful | unreliable | jealous | rude | helpful
dishonest | pessimistic | friendly | polite | thoughtless



Positive	Negative
reliable	stubborn
honest	mean
dependable	unreliable
nice	jealaus
successful	rude
helpful	dishonest
friendly	dishonest
polite	thoughtless



4 Complete the sentences with the words below.

idol	talent	actress	awards



A : I think, Serenay Sarıkaya is the most beautiful and attractive ......actress...... .

B : I don't agree with you. I think Pınar Deniz is more beautiful. She is prettier than Serenay Sarıkaya.

A : Well, they are different. Pınar Deniz has got dark hair and Serenay Sarıkaya is blonde. They are both famous and everyone knows them but my favourite is Serenay Sarıkaya.

B : I like Pınar Deniz because she is my ......idol...... . She has a ......talent...... . She's acted in many movies and TV series. She received ......awards...... for her success.

5 Match the words with their meanings. There is one extra.

Answer	No.	Word
c	1	idol
a	2	talent
f	3	actress
b	4	to award
e	5	famous

a) a natural ability

b) to give a prize for success

c) a famous person many people admire and love

d) very popular (series, song, movie)

e) known by many people

f) a female movie player

6 Work in groups and answer the question.

Look at the pictures below. Who are they?



7 Complete the sentences with the words below.

celebrity | actor | stuntman | comedians | hero | awards

1. Brad Pitt is my ....hero............ . He is very famous. He uses his money and success to help other people around the world. In my opinion he is sensitive.
2. George Clooney is a successful actor. He won ....awards........ several times.
3. I think, Tolga Çevik is one of the best ....comedians...... in Türkiye.
4. I don't want to be a ......celebrity....... because I don't want everybody to know me.
5. He acts dangerous roles as a ....stuntman........ .
6. My brother always dreams of being the lead ....actor......... in a movie. He wants to be a star in a movie.

8 Match the questions with the answers. There is one extra.

1	Who is your favourite celebrity and why?
2	What is he like?
3	What does he like?
4	What does he look like?
5	What colour are his eyes?

a	He is handsome and attractive.
b	He is talented and polite.
c	It is blond.
d	Halit Ergenç. He has got a talent.
e	He likes acting in series.
f	They are green.

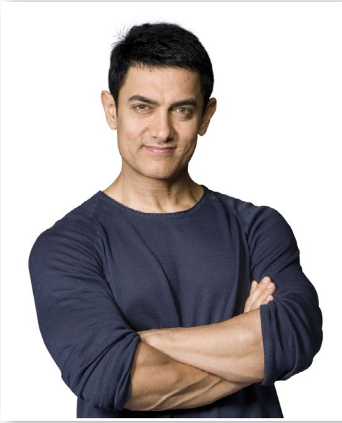
1	2	3	4	5
d	b	e	a	f

9 Match the words with their meanings. There is one extra.

d 1 to direct
a 2 to assist
e 3 to act
c 4 success
f 5 to brave

a) to help
b) the lead character in a movie or play
c) something that has a good result or that is very popular
d) to control or be in charge of an activity, organization, etc
e) to perform in a play or movie
f) to show no fear in difficult or dangerous situations

10 **Fill in the blanks with the conjunctions below.**



and x3

because

but x3



Aamir Khan ....and.......... Jackie Chan are celebrities ....but.......... they have different lifestyles. I think Aamir Khan is more handsome than Jackie Chan. He has brown eyes ....and.......... dark hair. He is tall ....but.......... Jackie Chan is short. Jackie Chan has got small eyes ....but.......... Aamir Khan has got big eyes. Jackie Chan doesn't use a stuntman ......because...... he is brave ....and.......... well built. According to me, they are both successful celebrities.

11 **Match the adjectives with the opposites of them. There is one extra.**

1. beautiful
2. hardworking
3. young
4. dangerous
5. outgoing
6. slow
7. interesting
8. quiet
9. polite

a. shy
b. pessimistic
c. boring
d. rude
e. lazy
f. ugly
g. noisy
h. fast
i. old
j. safe

1	2	3	4	5	6	7	8	9
f	e	i	j	a	h	c	g	d

12 **Work in pairs. Describe your inspirational character.**

e.g. My inspirational character is Güler Sabancı. She is a Turkish business woman. She is middle-aged. She is sociable and clever.

Appearance

well-dressed, attractive, good-looking, casually dressed, handsome, clean, untidy, dirty

Weight

slim, fat, medium-build, strong



Height

tall, short, not very tall, medium height, average height

Hair

fair, blond, dark, grey, white, curly, wavy, straight

Age

young, old, middle-aged, about fifty, thirty years old

Character

generous, boring, easy-going, sociable, unsociable, honest, careful, shy, selfish, careless, energetic

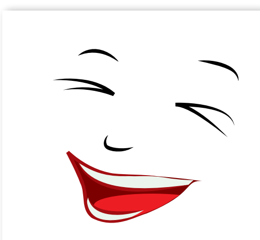
Mind

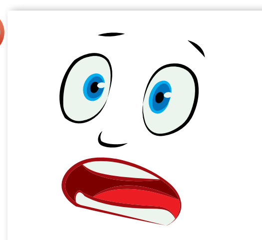
intelligent, clever, stupid, foolish

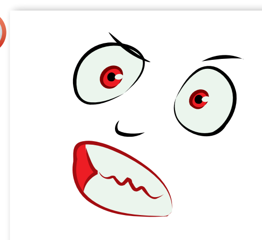
Students' own answers

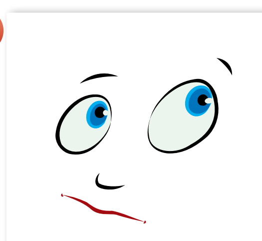
13 **Match the adjectives with the pictures. There is one extra picture.**

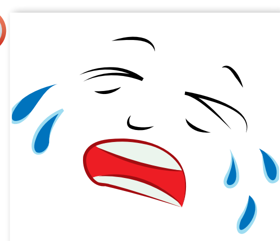
1	nervous	2	sad
3	happy	4	scared

3 

4 

1 

( ) 

2 

14 **Write a text comparing characteristics of people by giving your opinions.**

e.g.





My inspirational people are Canan Dağdeviren and Burçin Mutlu Pakdil. They are both successful scientists. Canan Dağdeviren is about thirty-five. She has got dark hair. Burçin Mutlu Pakdil is younger than Canan Dağdeviren. They are both tall and slim.

....

....

....

....

Students' own answers

....

....

....

....

....

....

....

....

1 **Match the words with the pictures. There is one extra picture.**

a luggage | b jetway | c departure lounge | d check-in desk | e passengers | f departure board | g conveyor belt

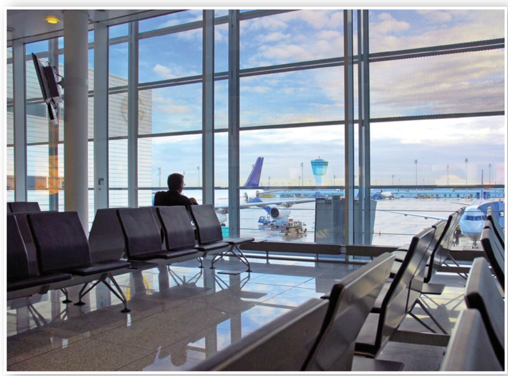
1 ( )


2 (a)


3 (g)


4 (f)


5 (e)


6 (c)


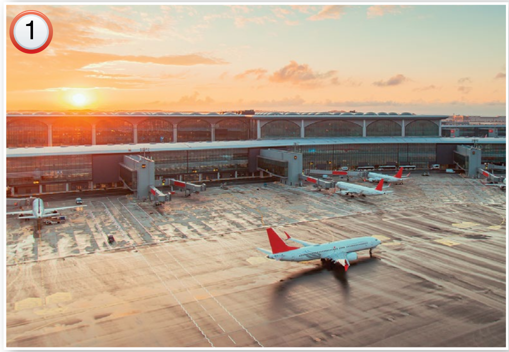
7 (b)


8 (d)


2 **Fill in the blanks with the suitable phrases below according to the pictures.**

departure lounge	jetway	security	boarding pass
departure board	check-in	airport	

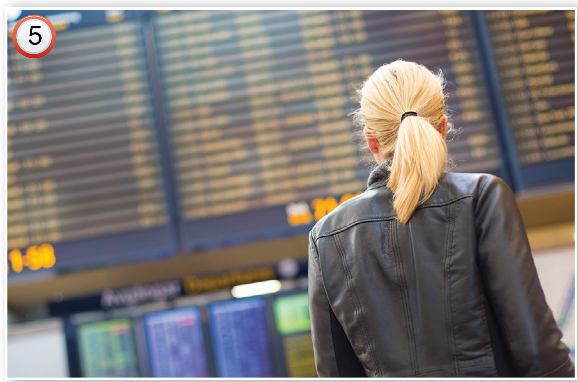
When you are at the ......airport........, first go through the ....security...... and take your luggage to the ...check in.... desk. Then, take your ...boarding pass... from the agent. Next, check the gate number from the ..departure board... and wait at the ..departure lounge.. until your plane is ready to fly. When you hear your flight announcement, go through the ....jetway......... and board the plane.















3 **Find the following words in the puzzle. They can be horizontal (–), vertical (I) or diagonal (/).**

GATE | BOARD | FLIGHT | AGENT | CHECK-IN | LAND

PASSENGER | AIRPORT | PLANE | DEPART | SECURITY

A	X	E	R	K	A	D	B	E	N	F	N	K	P
I	R	M	A	Q	W	F	L	I	G	H	T	I	A
R	I	E	O	Z	C	O	K	N	X	A	Z	X	S
P	S	L	N	R	I	C	K	A	E	S	U	E	S
O	S	E	A	G	E	N	T	M	A	E	C	O	E
R	E	A	L	H	C	O	I	V	E	C	S	K	N
T	A	T	C	K	E	N	F	Y	O	U	M	Q	G
N	U	R	E	R	I	S	E	K	R	R	E	W	E
G	R	E	E	T	R	T	I	G	R	I	E	I	R
T	S	E	T	I	D	E	P	A	R	T	B	N	N
A	L	A	I	A	W	Z	E	T	O	Y	Z	L	E
S	E	N	N	P	L	A	N	E	I	R	G	U	B
T	C	E	A	S	E	K	A	D	N	D	O	G	N
S	N	E	M	I	N	L	E	D	Z	A	N	S	E
B	O	A	R	D	A	E	K	E	M	L	A	N	D

4 **Fill in the blanks with the suitable words below.**

suggest | suggestion | suggestions



Alex : I'm planning to visit Paris. Do you have any ......suggestions...... for me? I guess you were there last month.

Alain : Yes. I ....suggest.......... that you visit the Eiffel Tower. I strongly advise you to go there. I took this photo when I was there.

Alex : Thank you for the ....suggestion.......... .

5 **Work in pairs. Make a dialogue as in section 4. Use the instructions below.**

Student A

You are planning to visit İstanbul. Your friend lives in İstanbul. Call him/her to ask for advice.

Student B

You live in İstanbul. Your friend is planning to visit your city. Give him/her some advice.

....

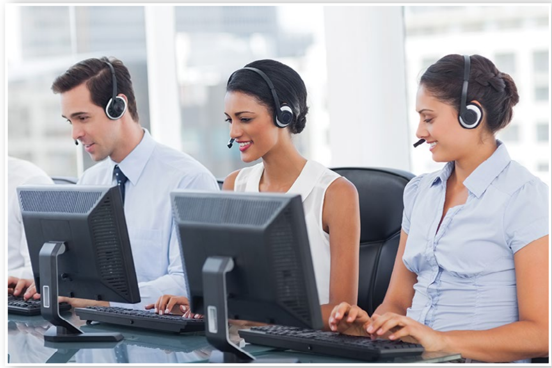
Students' own answers

....

....

6 Fill in the blanks with the phrases below.

boarding gate	take off	flight	passengers
announcement	delayed	departure time	cancelled



Tina : Did you hear about the change for ......flight...... TK1971?

Deniz : Yes, I did. Let me make an announcement so the passengers can know about it too. "Dear ...passengers..., flight TK1971 has been ...delayed... . The original ...departure time... was 7.30 p.m. and it is changed to 8.15 p.m. Thank you for your understanding."

Mark : There is one more change for TK1971. Did you see?

Deniz : Oh, I see it, too. I'm looking at the computer and it says there is one more change for TK1971. I need to make an announcement, so the passengers know. "Dear passengers, the ...boarding gate... for flight TK1971 is changed. The gate was B20, now it is B32. Please go to gate B32.

Tina : There are so many changes. Why is that?

Deniz : I think, the weather is bad and it is a problem for the planes.

Mark : There is one more note from the airport. Heavy rain is coming and no planes can ......take off...... .

Tina : Oh, no! That's terrible.

Deniz : I must tell the passengers. "Dear passengers, flight TK1971 has been ...cancelled... because of heavy rain. We apologize for any problems".

7 Circle the correct answers to complete the sentences according to the conversation in activity 6.

1. Flight TK1971 **was/wasn't** delayed.
2. Flight TK1971 **was/wasn't** cancelled.
3. The original departure time for flight TK1971 was **7.30 p.m. / 8.15 p.m.** It was delayed to **7.30 p.m. / 8.15 p.m.**
4. The original departure gate for flight TK1971 was **B20 / B32**. It was changed to **B20 / B32.**
5. Flight TK1971 was cancelled because of heavy **rain / storm**.

8 **Read the text and fill in the table.**



Hello I'm George, I'm from the USA. There are so many cities in the world that you can see. These are my favourite cities:

The first city is İstanbul, in Türkiye. It is a big and a crowded city. Some people don't like the crowds. They feel nervous with so many people around them. There are many tourist attractions like the 15th July Martyrs Bridge, the Topkapı Palace, the Hagia Sophia Grand Mosque, the Blue Mosque etc. There is an excellent public transportation, such as buses, ferries, and metro. Also, people can take ferries to cross the sea to the other side of the city. People speak Turkish there. They are very hospitable to visitors.



The second one is London, in the UK. It's bigger than İstanbul. There are a lot of tourist attractions. If you go to London, I strongly advise to see the London Eye. It is a giant ferris wheel. It will take you 30 minutes to complete one round. The view is incredible. You can see the whole city lying in front of you. Also, I strongly advise you to see the famous clock tower, Big Ben. To be honest, I was very impressed with the Tower Bridge. It's very gorgeous. I advise you to visit it at sunset. Believe me, it's amazing. London has one of the largest public transport networks in the world. People speak English there. They are serious and quiet.

	İstanbul	London
What country is it in?	Türkiye	England
Which language do people speak there?	Turkish	English
What are the tourist attractions there?	the Bosphorus Bridge, the Topkapı Palace, the Blue Mosque, the Hagia Sophia Mosque	the London Eye, the Big Ben, the Tower Bridge
What are the people like there?	very hospitable	Serious and quiet
How big is the city? (small/big)	big city	bigger than İstanbul
How do people transport there?	buses, metro, ferries	the largest public transport networks

9 **Read the texts and fill in the table.**

They usually prefer a rich breakfast. It consists of cheese, butter, olives, eggs, tomatoes, cucumbers, jam, honey, and tea. They prefer homemade food. In the evenings, they usually prefer to eat at home with their families. A typical meal starts with soup. A vegetable dish follows it. In the menu, there are often rice, cacık, and salad.



They eat more fast food and do less exercise. Two thirds of the adults are overweight and half of them are obese. For lunch, many of them have a hamburger or a sandwich. When they come home in the evenings, they put their ready-made dinner into the microwave before sitting down in front of the TV. Meals are no longer family occasions.



They prefer a light breakfast. It consists of a cup of cappuccino or coffee and biscuits. For them, cappuccino is a breakfast drink and most of them don't drink it after eleven. They usually prefer pasta, lasagna or pizza for lunch. Depending on the person, there may be a lighter meal for dinner like salad. Many of them prefer eating pizza or pasta.



Country	Eating Habits
Türkiye	rich breakfast
The USA	fast food
Italy	light breakfast



10 **Talk about the eating habits of your hometown.**

11 Read the popular ethnic wedding traditions, then match them with the pictures.

1 Jumping the broom, South Africa

In South Africa, at a traditional wedding, the bride and the groom jump over a broom. It symbolizes the beginning of a new life.

2 Blackening, Scotland

In this Scottish tradition, the bride and the groom are covered in ash, eggs, feathers, and flour. Scottish people believe that it protects them against evil spirits and brings good luck.

3 Releasing doves, Philippines

In Philippines, at a traditional wedding, the bride and groom fly two doves into the air. It represents a long and peaceful life together.

4 Log cutting, Germany

In Germany, the bride and the groom saw a log in half in front of all their guests. It shows the bride and the groom's ability to work together.

5 Stealing the groom's shoes, India

In a traditional Indian wedding, the bride's sisters play a trick on the groom. They steal his shoes once he enters the wedding tent. The groom must bribe the sisters to return his shoes.

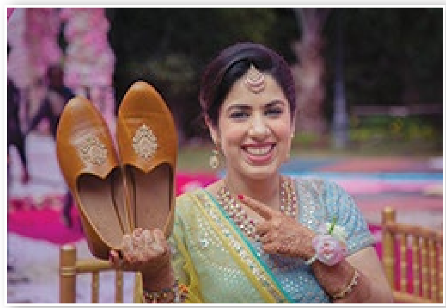
6 Red umbrella, China

According to the tradition, the bride wears a red veil to hide her face. Her mother or friend holds a red umbrella over the bride's head. It symbolizes fertility. Red is a powerful colour in Chinese weddings. It symbolizes luck and love.

4 a



5 b



1 c



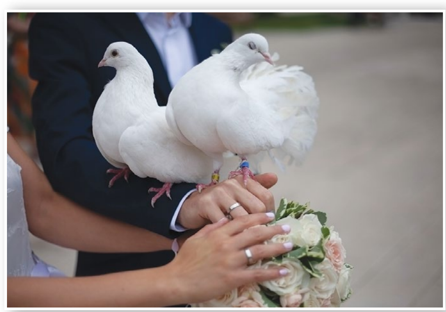
6 d



2 e



3 f



Theme 7 WORLD HERITAGE

1 **Here are some of the New Seven Wonders of the World below. Match them with their pictures. There is one extra.**

a Taj Mahal
b The Great Wall of China
c Machu Picchu
d The Colosseum
e The Pyramid at Chichen Itza

1


2


3


4


5


6


a	b	c	d	e
2	1	5	3	4

2 Match the New Seven Wonders of the World with their country. There is one extra.

	NEW WONDERS OF THE WORLD
1	Taj Mahal
2	The Colosseum
3	Chichen Itza
4	The Great Wall of China
5	Machu Picchu

	THEIR COUNTRY
a	Peru
b	Mexico
c	India
d	Jordan
e	Italy
f	China

1	2	3	4	5
c	e	b	f	a

3 Work in pairs. Ask and answer the following questions about the New Seven Wonders of the World given in section 2.

Where is this place?
Do you know who built it?
When was it built?
Do people still use it?
Would you like to see it?



e.g. A : Where is Taj Mahal?
B : It's in India.
A : Do you know who built it?
B : ....
A: When was it built?
B: ....
A: Do people still use it?
B: ....
A: Would you like to see it?
B: ....

Students' own answers

4 **Match the historical places of Türkiye with the related paragraphs below. There is one extra paragraph.**

c 1. Çatalhöyük

e 2. Hattusha

d 3. The Archaelogical Site of Ani

a 4. Aphrodisias

b 5. Cumalıkızık

f 6. Divriği Great Mosque



a

It was a small Greek city. The city dates from the 2^{nd} century BC. It was famous for its schools for sculpture and philosophy.

b

It holds 270 historical houses and also khans, kulliyes, mosques, religious schools, public baths and a kitchen for the poor. Its history goes back to the early 14^{th} century BC.

c

It is an interesting ancient site. They built it around 7500 BC. It is close to Konya. There were houses, but there were no public buildings. There weren't any footpaths or streets between the houses. They moved around on the roofs of the houses. There were holes in the ceilings and they climbed up timber ladders to reach the doors. There were no windows either.

d

It has interesting house, military and religious structures because Muslims and Christians lived together in this area for centuries.

e

It is unique for its city organization and buildings. The city enjoyed an important influence in Anatolia and northern Syria in the 2^{nd} millennium B.C. The Lions' Gate and the Royal Gate have rich ornamentation and Yazılıkaya has fantastic rock art.

f

It is a beautifully decorated mosque. Emir Ahmet Shah founded it in 1228-1229. The mosque has a strange detail: 3 dimensional ornaments on the gates of the gates of the mosque cast a big shadow of a man praying. It changes position as the sun moves.

g

The King of Commagene built a tomb there in the 62 BC. A large number of people climb up 2150 to see the statues of Commagene, two lions, two eagles and some Greek Armenian gods.

5 **Solve the puzzle according to the pictures. Then, find the mystery phrase.**

Mystery phrase ↓ S E V E N W O N D E R S

1 ► S T A T U E O F L I B E R T Y

2 ► E I F F E L T O W E R

3 ► B I G B E N

4 ► H A G I A S O P H I E

5 ► P I S A T O W E R

6 ► K R E M L I N P A L A C E

1


2


3


4


5


6


6 **Answer the questions. Search the Net when you need.**

DO YOU WONDER 7 WONDERS?

1. Which of the following is one of the ancient seven wonders?

a. Taj Mahal

b. The Great Wall of China

(c.) The Hanging Gardens of Babylon

d. The Pyramid at Chichen Itza

2. Where is the Colosseum?

(a.) Rome   b. Paris   c. London   d. Tokyo

3. The Mausoleum of Halicarnassus was built as a ....

a. lighthouse   (b.) tomb   c. house   d. pyramid

4. Who built the Pyramid at Chichen Itza?

a. Egyptians   b. Incas   c. Germans   (d.) Mayans

5. What is the oldest structure on the list of the ancient seven wonders?

(a.) The Great Pyramid of Giza

b. The Lighthouse of Alexandria

c. The Great Wall of China

d. The Statue of Zeus at Olympia

6. The Taj Mahal was built by a Mughal Emperor to honor his late ....

a. son   b. father   (c.) wife   d. daughter

7. What was the Statue of Zeus at Olympia made out of?

a. wood   b. steel   (c.) gold   d. plastic

8. Where was the Lighthouse of Alexandria?

(a.) Egypt   b. Iraq   c. Russia   d. Jamaica

9. Where were the Hanging Gardens of Babylon?

a. Congo   b. Panama   c. Scotland   (d.) Iraq

7 Match the expressions with the situations. There is one extra.

e 1. Unfortunately.
a 2. I'm going to....
c 3. Can you tell me what happened?
b 4. As far as I remember ....

a. I have a plan for the future.
b. I'm unsure about something.
c. I want to learn about a past event.
d. I'm sure.
e. I'm sorry for something.

8 Fill in the blanks with the suitable phrases below.

A : I didn't come to science class last week. What happened in the class?

B: ......I can clearly remember that...... the teacher made an experiment.

A : ..How come...! What was the experiment about?

B : I remember a little thing. As far as I remember, the experiment was about water screw.

A : .....Unfortunately...... I missed the class and I didn't see this experiment. ....I'm going to....... search the Net and watch the video about it.



Unfortunately | How come | I'm going to | As far as I remember | I can clearly remember that

Then, make a similar dialogue with your partner.

....
....
....
....
....
....
Students' own answers
....
....
....
....
....
....

9 Fill in the blanks with the suitable phrases.

Finally | Firstly | Secondly



I visited Madame Tussauds when I was in Amsterdam last month. I bought my ticket online but it was expensive. I visited it at 10 a.m. on a Sunday morning. It wasn't busy at that time.
..............Firstly.............., I took pictures of incredible waxworks of some of the world's famous stars including George Clooney, Madonna, Marilyn Monroe, Charlie Chaplin, Michael Jackson, and Tom Hanks.
..........Secondly........... I stepped into my favourite Star Wars scenes and I came face to face with the movie's heroes and villains including Princess Leia, Luke Skywalker, and even Jabba the Hutt.
...........Finally............ I saw superheroes brought to life on a huge 360° screen. I spent an enjoyable hour at Madame Tussauds.

10 Match the World Heritage Sites in Türkiye with the pictures below. There is one extra picture.

a Selimiye Mosque
b Göbeklitepe
c Archaeological Site of Ani
d Mount Nemrut
e Ephesus

1 e


2 a


3


4 b


5 d


6 c


1 Match the pictures with the dialogues.

1 c



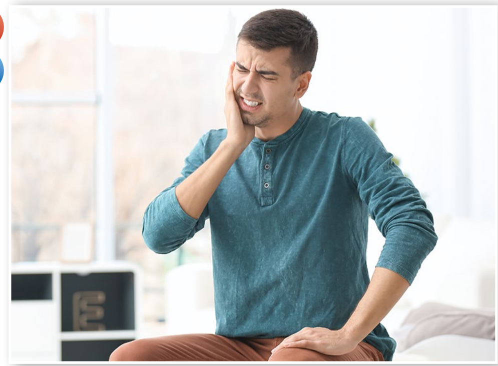
2 b



3 d



4 a



a
A: I have a toothache.
B: You should go to a dentist.

b
A: I have a sore throat.
B: You shouldn't drink cold water.

c
A: I have a fever.
B: You should keep your body warm.

d
A: I have a pain in my head.
B: You should take a painkiller.

2 Read the text and fill in the blanks.

pain	burn	gel	remove	swells

When you ....burn......... your hand, you should hold the burnt area under cool running water for 10 - 15 minutes. ....Remove......... rings or other tight items from the burnt area. Try to do this quickly and gently before the area ....swells......... . Apply moisturizer or ....gel......... which may provide relief in some cases. If the ....pain......... doesn't go away, see your doctor.



3 **Match the most common illnesses with the pictures. There is one extra picture.**

a) a stomachache b) a toothache c) a fever

d) a headache e) a sore throat

1 b


2 c


3


4 d


5 e


6 a


4 **Match the words with their meanings. There is one extra.**

d	1	a headache
c	2	a toothache
a	3	a stomachache
e	4	a sore throat
b	5	a backache

a	a pain in the stomach
b	a pain in the back
c	a pain in a tooth
d	a pain in the head
e	a painful or sensitive condition of the throat
f	a high temperature

5 Match the words with the pictures. There is one extra picture.

a rash   b allergy   c to scratch



1 b



2 c



3 a



4

6 Read the dialogue and fill in the blanks with the words in section 5.

Patient : Hello, Dr. Lawrence!

Doctor : Hello, Mrs. Purple. How are you?

Patient : I'm not well. I have got a ....rash.......... on my hand.

Doctor : Let me see it.

Patient : It itches. I .....scratch...... it but it doesn't go away.

Doctor : Hmm, it's a skin ....allergy...... . I will prescribe a lotion for you. You should ....apply........ it on your rash twice a day and you shouldn't stay in the sun too long.

Patient : Oh, thank you so much.

7 Fill in the table according to the dialogue.

The type of her allergy	a skin allergy
The symptoms of her allergy	red and itchy
The doctor's advice	apply the lotion twice a day and don't stay in direct sunlight for long

8 Work in pairs. Make a dialogue with your partner as in section 6. Use the instructions below.

Student A

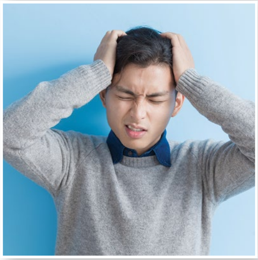
You are not well. You have got a rash on your foot.

Student B

You are a doctor. Give him/her advice.

Students' own answers

9 Look at the pictures and solve the puzzle.

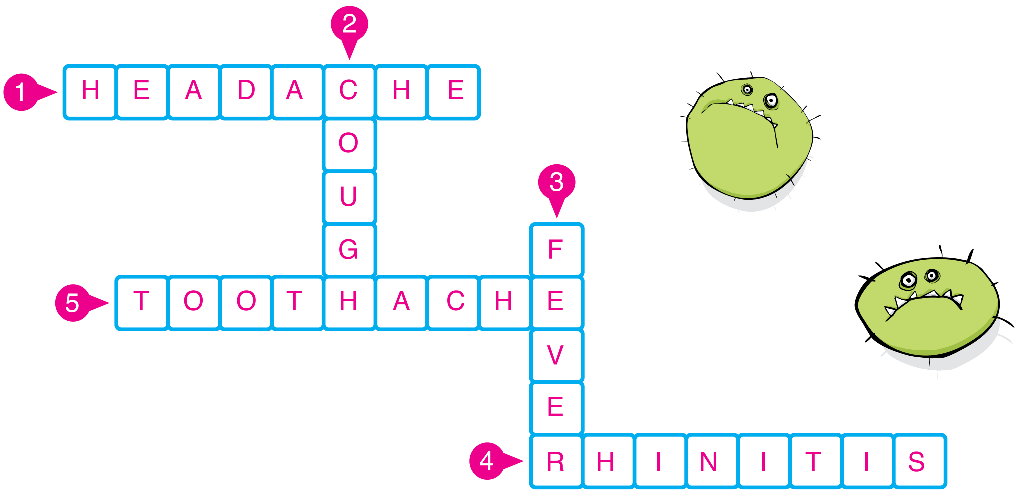
1


2


3


4


5

10 Give advice for each situation below.

1. I worked all night long yesterday and now I have a headache.
   You should take a painkiller.
2. It rained cats and dogs last night. I got wet and now I have a sore throat.
   You shouldn't drink cold and acidic drinks.
3. I carried an armchair from the living room to my bedroom yesterday and now I have a backache.
   You should have a rest.
4. I have a terrible toothache.
   You should see a dentist.
5. I'm coughing. I think I have a cold.
   You should have warm shower.
6. There are some red spots on my hand and they are itching.
   You shouldn't stay in direct sunlight for long.

11 Match the phrases with the pictures. There is one extra picture.

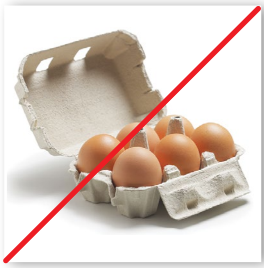
a dairy - free | b corn - free | c egg - free

d sugar - free | e gluten - free

1 e


2 d


3 b


4 c


5 a


6


12 Work in pairs. Make a dialogue with your partner. Use the instructions below.

Student A

You have a very sensitive body. It reacts to many things. But most importantly, you are allergic to pollen. You go to the doctor. Ask your doctor what advice he/she could give to you.

Student B

You are a doctor. Your patient is allergic to pollen. Give him/ her some advice.

....

....

....

Students' own answers

....

....

....

....

....

13 **Read the text and tick (✓) the suitable picture for the allergy type in the text.**

This allergy type gives many people a runny nose. It causes their eyes to itch or become red and watery. These are its symptoms:

- sneezing
- runny or stuffy nose
- red, itchy or teary eyes
- coughing, tightness in the chest and shortness of breath
- itching

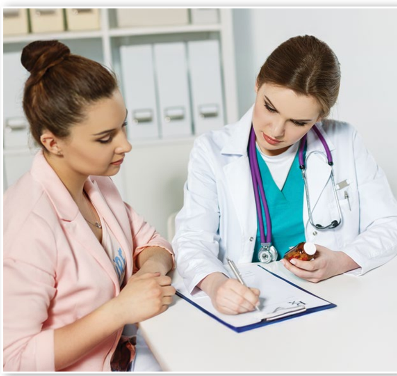
1 ◯



2 ✓



14 **What's the matter with these people? What are they doing? Write under the pictures.**



The dostor is writing a prescription.



She is sneezing.



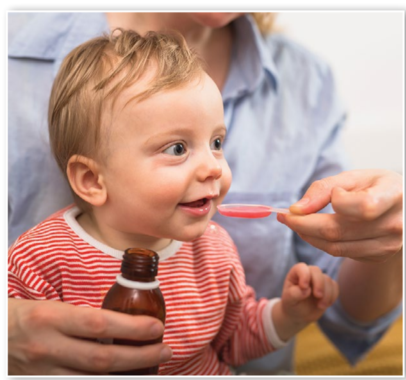
He is coughing.



He is putting a bandage.



She is getting an injection.



The baby is taking syrup.

15 Match the signs with their meanings. There is one extra.

1 g


2 f


3 e


4 b


5 d


6 c


a) Do not panic. Press the alarm button.

b) If it is possible, call the fire brigade.

c) Leave the building by the nearest emergency exit.

d) Stop to collect personal belongings.

e) Do not return to the building until authorised to do so.

f) Report to your assembly point soon.

g) Do not use the lift, use the stairs.

16 What do we have to do / What should we do / What must we do in social life? Write and talk about.

e.g. – We have to stop at the red light.
– We should always tell the truth.
– We must protect our environment.

....
....
....
Students' own answers
....
....
....
....
....

BET YOU KNOW THIS!

– Both "must" and "have to" express obligations and prohibitions.
– "Must" expresses that the obligation comes from the speaker / the speaker's feelings.
– "Have to" mainly expresses obligations which come from outside of the speaker.

1 Match the pictures with the party types. There is one extra.

1 f



2 d



3 a



4 c



5 g



6 b



7 e



8 h



a	wedding	b	farewell party	c	graduation party
d	birthday party	e	housewarming party	f	baby gender reveal party
g	barbecue party	h	new job celebration	i	iftar meal

2 Write short notes to your friend to do the activities.

Saturday afternoon — birthday party at Rita's home.

– Don't forget to come to the birthday party at Rita's home on Saturday afternoon.

Sunday afternoon ....

Monday morning ....

Saturday morning ....

Thursday night ....

Students' own answers

3 **What do we do on these days / parties / occasions? How do we celebrate them? Match the phrases with the statements below and talk about them.**

1 IFTAR MEAL (b)	2 GRADUATION (c)	3 BIRTHDAY (a)
4 FUNDRAISING (e)	5 SLUMBER (f)	

a. We celebrate the new age.

b. We usually break our fast with dates during Ramadan and then we have soup and "pide".

c. We celebrate the graduation.

d. We do pillow fights.

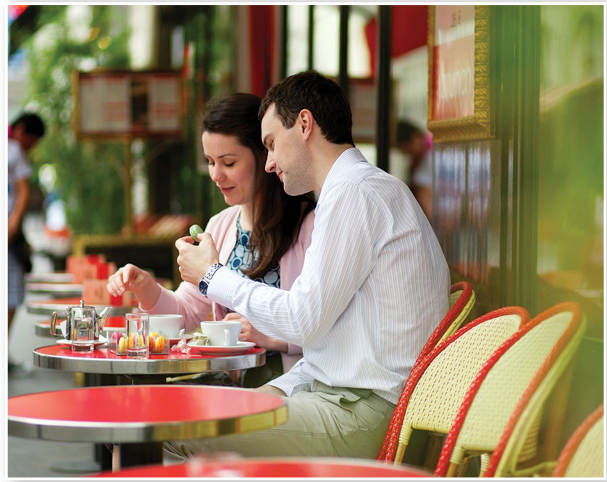
e. We collect money for a charity or organization.

f. We usually visit our relatives on these days. We kiss our grandparents' hands.

4 **Find the days / parties / occasions mentioned in section 3 in the puzzle.**

K	I	F	T	A	R	M	E	A	L	A
B	A	Y	A	E	B	E	C	C	E	W
I	D	I	R	N	U	D	R	A	Y	T
R	B	G	U	N	R	D	T	G	A	H
T	A	D	O	S	A	I	A	N	I	P
H	N	E	I	D	E	A	R	U	X	P
D	E	V	I	R	M	G	B	E	N	N
A	G	R	A	D	U	T	I	O	N	W
Y	S	L	U	M	B	E	R	T	K	K
F	U	N	D	R	A	I	S	I	N	G

5 Read the dialogue and fill in the table below.



Mike: Susan, let's arrange a housewarming party. What do you think?

Susan: Sounds good! What should we do?

Mike: We should first decide on the date. Why don't we have it on Friday evening at seven o'clock?

Susan: OK. We are going to invite about twelve close friends.

Mike: I'm going to make the guest list. Do you mind if we invite my boss?

Susan: No, not at all.

Mike: Thank you. What are we going to need for the party?

Susan: Food and drinks. We are going to prepare lots of food: meat balls, salad, cakes...

Mike: And beverages ... We need a lot of juice, lemonade, and water, too. Let's make a shopping list. Meat, tomatoes, lettuce, cakes...

Susan: Do you mind doing the shopping?

Mike: I'd rather not because I don't like it.

Susan: Oh, come on! I'm going to cook and clean the house.

Mike: Alright, then.

Susan: And I'm going to decorate the house. We must have lots of flowers.

Mike: OK.

Things to do	Mike	Susan
making the guest list	✓	
doing shopping	✓	
cooking		✓
cleaning the house		✓
decorating the house		✓

6 **Read the speech bubbles and guess what type of party they will go.**

1 Don't forget to bring your adorable pajamas. We will gossip and giggle all night long.

2 Wuhuu! Giggles and wiggles, laughter and cake. Oh, won't it be great? We will do all the things that girls like to do.

3 We will have games and pillow fights. Don't forget to bring your pillow.

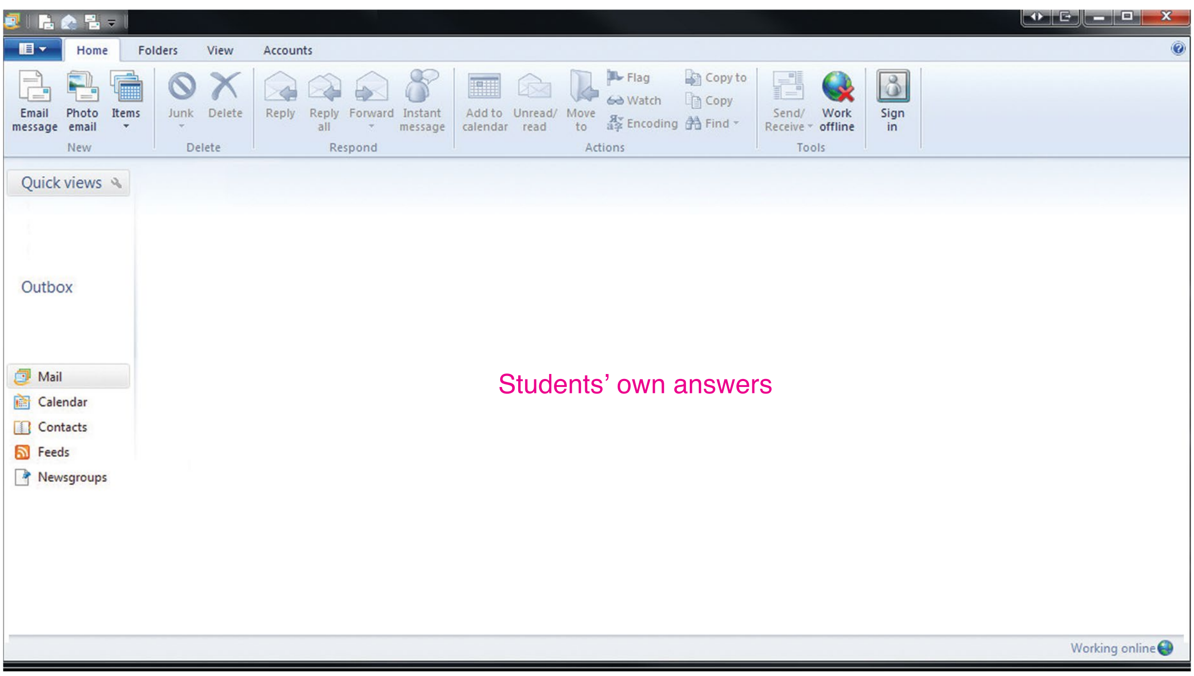


1 ◯ graduation party

2 ✓ slumber party

3 ◯ barbecue party

7 **Your friend invites you to a slumber party. Accept or refuse the invitation and write an e-mail to him/her. If you refuse the invitation, give a reason.**



Students' own answers

8 **Read the invitation card and answer the questions.**

To Gina

Patsy invites you to the slumber party at 11, Victoria Road, Langley, on Friday, 20th November, at 6.00 p.m.

(P.S. Don't forget to bring your pajamas.)

1. Who is the invitation from?
   It's from Patsy.
2. Who is the invitation to?
   It's for Gina.
3. What type of party is it?
   It's a slumber party.
4. When is the party?
   It's on 20th November, at 6.00 pm
5. Where is the party?
   It's at Patsy's house.
6. What will the guests bring to the party?
   They will bring their pajamas.

9 **Work in pairs. Make a dialogue with your partner. Use the instructions below.**

Student A

You have a birthday party on Sunday evening.
The party starts at 7.00 p.m.
It is at your home.
Invite your friend.

Student B

Your friend invites you to his/her birthday party. Refuse it, giving a reason.

Students' own answers

(10) Read the dialogues and complete the sentences with the suitable phrases below.

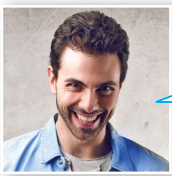
would	great	go	about	go on
like	can	mind	sounds	I am



Would you ......mind....... preparing snacks for the party?



Of course not, I ....can....... make them.



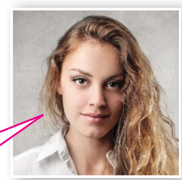
Let's ....go....... to the supermarket and buy some beverages for the party.



Oh, I ....am....... very tired.



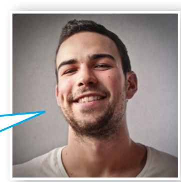
How ......about....... going to a cafe?



That ......sounds....... great.



......Would....... you like to join us?



Nice idea. I really would ....like....... to.



Shall we ......go on....... a picnic?



......Great....... idea. The weather is nice.

11 Fill in the blanks with the suitable words below.

present	dancing	wedding	music	barbecue	birthday

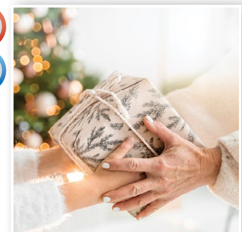
1. The party was great - really loud ......music........ and ......dancing...... till late!
2. In summer, we love having a ....barbecue........ in the garden with friends.
3. We invited only close friends to my grandmother's ....birthday..... party. She made a really funny speech about starting life at sixty. She thanked everybody for bringing her a ....present.......
4. At the ....wedding...... party, we had a sit - down meal in a restaurant. There was a big white cake and it was delicious.

12 Match the pictures with the sentences in the activity 11.

a 2


b 1


c 4


d 3


13 Answer the questions.

Are you a party animal?

1. How many parties have you been to in the last six months?
   a. 0 - 4   b. 5 - 9   c. 10 +

2. You attend an awesome party, do you stay there the whole night?
   a. No. I leave about 10.
   b. Depends on how much fun I'm having.
   c. Yeah, I'll still be there after the DJ's gone.

3. What's your favourite party outfit?
   a. Formal   b. Casual   c. Trendy

4. When do you get on the dance floor?
   a. In 5 minutes
   b. Depends on what type of music it is
   c. I don't like dancing.

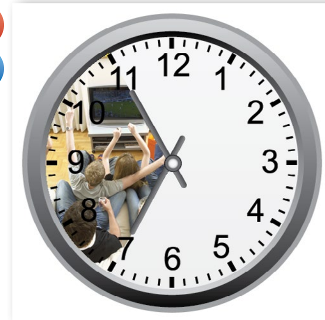
Students' own answers

5. How do you usually do your hair for a party?
   a. Give it extra wash and leave it down.
   b. Depends on what mood I'm in.
   c. Go mad with hair accessories and hairspray.

1 **Match the pictures with their definitions. There is one extra.**

1 d


2 b


3 c


4 a


5 f


a. a person who reads the news on TV

b. an advertisement on TV or radio

c. favourite time on TV, usually between 19.00 and 23.00

d. a person who spends too much time in front of television

e. transmitting live on TV or radio, happening live during broadcasting

f. a device people use to operate a television

2 **Look at the types of programs below. Give an example for each.**

Comedy	Fashion Design	Politics
....	....	....
....	....	....
....	....	....
....	....	....

Documentary	Music	Celebrities
....	....	....
....	....	....
....	....	....
....	....	....

Students' own answers

Do you like watching them? Discuss it with your partner.

3 **Write the types of TV genres under the TV programme photos.**

Cookery Programme	Talk Show	Documentary	Sports
	Sitcom	Soap Opera	



1 ....Soap Opera........



2 ....Talk Show........



3 ....Documantary........



4 ....Sports........



5 ....Cookery Programme........



6 ....Sitcom........

4 **Put the phrases into suitable columns.**

is harmful | is a waste of time | is great fun | shows violence

educates | entertains | informs | makes you fat

TELEVISION

ADVANTAGES	DISADVANTAGES
• is great fun	• is a waste of time
• educates	• is harmful
• entertains	• shows violence
• informs	• makes you fat

5 **Work in pairs. Talk about the good points and bad points of TV. Express your opinions, ask for opinions, agree or disagree with your friend.**

I think TV is good because... .

I think TV is bad because... .

Students' own answers

I think	I agree with you.	What do you think?
In my opinion, ...	I don't agree.	What's your opinion?
To me, ...	Absolutely!	What's your idea?
I guess so.	No doubt about it.	
I don't think so		

6 **Put the following sentences into the suitable places.**

I'm not sure about that. | I agree with you. | I don't agree with you.

Absolutely! | I was just going to say that. | Never in a million years!

AGREEMENT	DISAGREEMENT
• I agree with you.	• I'm not sure about that.
• Absolutely!	• I don't agree with you.
• I was just going to say that.	• Never in a million years!

7 Fill in the speech bubbles.

1



Being a couch potato may cause serious health problems.



....
Students' own answers
....

2



TV entertains people.



....
Students' own answers
....

3



TV is a waste of time.



....
Students' own answers
....

4



People should be selective while watching TV.



....
Students' own answers
....

8 Work in pairs. Make a dialogue with your partner. Read the instructions below.

e.g. A: I watch TV every day. I like lots of different programs, but travel programs are my favourite. Whenever I get home from school, I feel too tired to go out. I immediately turn on my favourite travel channel. It's great to see the cities all over the world from my armchair. It is interesting.

B: I don't agree with you. I dislike travel programs. I think it is unbearable. I like quiz shows. I like learning new things while watching quiz shows.

Student A

You like watching travel programs but your partner doesn't. Discuss it with your partner.

Student B

Your partner likes travel programs but you don't. Discuss it with your partner.

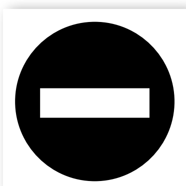
....
....
Students' own answers
....
....
....
....

9 **Find the phrases in the puzzle. They can be horizontal (–), vertical (I) or diagonal (/).**

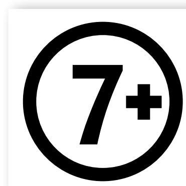
DOCUMENTARY | COUCH POTATO | NEWS | ANCHORMAN
SOAP OPERA | DRAMA | SITCOM | COMMERCIAL
ON AIR | TALK SHOW | PRIME TIME | REMOTE CONTROL

R	X	C	E	K	I	Y	D	A	S	B	C	E	A	B
E	A	O	V	K	A	M	O	G	I	N	O	D	S	K
M	D	M	D	P	K	A	C	U	D	E	U	E	B	J
O	C	M	G	R	I	O	U	S	R	I	C	S	A	K
T	M	E	O	I	C	K	M	I	A	M	H	K	D	E
E	U	R	A	M	O	G	A	O	M	R	P	W	E	F
C	R	C	K	E	G	N	N	D	A	O	O	I	K	U
O	A	I	A	T	O	I	T	Z	N	N	T	Q	M	R
N	C	A	H	I	M	S	A	U	E	Z	A	L	N	A
T	D	L	A	M	W	A	R	S	S	I	T	C	O	M
R	I	R	C	E	A	N	Y	N	G	R	O	I	G	D
O	R	G	N	D	N	K	Y	U	Y	A	N	D	H	A
L	U	S	O	A	P	O	P	E	R	A	S	G	Z	N
I	J	N	I	R	T	A	L	K	S	H	O	W	O	Y
L	A	N	C	H	O	R	M	A	N	G	E	V	I	K

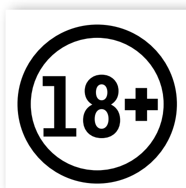
10 **Match the signs with their meanings. There is one extra.**

1 e


2 a


3 b


4 c


5 f


a It is suitable for all audiences.

b It is for children age 7 and above.

c It is for children age 13 and above.

d It contains elements of violence.

e It contains behaviors that may create a negative example.

f It is suitable for people age 18 and above.

11 **Answer these questions with "yes" or "no".**

TV QUIZ
ARE YOU A COUCH POTATO?

1. Do you have "watching TV" on the top of your list of hobbies?

   ☐ Yes ☐ No

2. Do you get offended if someone refers to TV as "an idiot box"?

   ☐ Yes ☐ No

3. You don't remember birthdays and anniversaries, but you remember the entire month's TV schedule.

   ☐ Yes ☐ No

4. You remember over 100 channels by their numbers on the remote control.

   ☐ Yes ☐ No

5. You prepare for a TV session with lots of popcorn, burgers, pizzas, etc.

   ☐ Yes ☐ No

6. You have seen all the seasons of a TV series and remember every episode.

   ☐ Yes ☐ No

7. Watching TV for 5 - 7 hours at a stretch is a normal routine for you.

   ☐ Yes ☐ No

8. You hate TV commercials.

   ☐ Yes ☐ No

Students' own answers

9. You meet your friends only to watch TV together.

   ☐ Yes ☐ No

10. You always want to buy a bigger and better television.

   ☐ Yes ☐ No

Score : For each "yes", you will get 2 points.
For "no", you will not get any points.
If you get more than 16 or more points, you are a couch potato.

TAPESCRIPTS

Theme 1 - STUDYING ABROAD

1A NICE TO MEET YOU

Tapescript (Track 1)

Kız : *Hello, I'm Julia. I'm from the USA. I speak English.*

Kız : *Hi, my name is Zeynep. I'm from Türkiye. I speak Turkish.*

Erkek : *Hello, I'm Eliot. I'm from France. I speak French.*

Erkek : *Hello, I'm Felix. I'm from Italy. I speak Italian.*

Kız : *Hi, I'm Helga. I'm from Germany. I speak German.*

Erkek : *Hi, my name is Ahlad. I'm from India. I speak Hindi.*

Erkek : *Hello, my name is Fedor. I'm from Russia. I speak Russian.*

Kız : *Hi, I'm Hao. I'm from China. I speak Chinese.*

Kız : *Hello, my name is Brenda. I'm from England. I speak English.*

Erkek : *Hi, I'm Amadeo. I'm from Spain. I speak Spanish.*

Tapescript (Track 2)

Max : *Hello. I'm Max. What's your name?*

Hans : *My name is Hans.*

Max : *Nice to meet you.*

Hans : *Nice to meet you, too.*

Max : *Are you a new student here?*

Hans : *Yes, I'm.*

Max : *Where are you from?*

Hans : *I'm from Germany.*

Max : *How old are you?*

Hans : *I'm fourteen.*

Max : *Which languages can you speak?*

Hans : *German and Italian.*

Max : *Can you speak any English?*

Hans : *Just a little. I'm here to improve my English.*

Max : *Oh, I'm late for the bus. See you later.*

Hans : *See you later.*

Tapescript (Track 3)

Chikao is a new student at a language school in England. Today, it is his first day there. He is making new friends.

Chikao : Hello!

Anna : Hi!

Chikao : My name is Chikao. What's your name?

Anna : Nice to meet you, Chikao. My name is Anna.

Chikao : Nice to meet you, too.

Anna : Oh, Gran is coming here. Hi Gran! Long time no see!

Gran : Hey, Anna! Great to see you again! What's up?

Anna : Not bad, Gran. By the way, this is Chikao. He is a new student here. Chikao, meet my friend, Gran.

Gran : Hi, I'm Gran. Nice to meet you, Chikao.

Chikao : Hello Gran. Nice to meet you, too.

Gran : I must go now. Catch you later.

1B MEET MY FAMILY

Tapescript (Track 4)

Hello, my name is Bob. I'm 14. I'm a student. I have got a big family. Albert is my grandfather and he is 69. He is retired. His wife, Lucy is my grandmother and she is 66. She is a housewife. Albert and Lucy have got two sons. One of his sons is Kevin. He is my father and he is 41. He is a doctor. Mandy is my mother and she is 38. She is a dentist. I have got a brother and a sister. They are students. My brother's name is Tom and he is 15. My sister's name is Angel and she is 11. My father has got a brother. His name is Tim and he is my uncle. He is 39 and he is a teacher. His wife's name is Dora. She is my aunt and she is 37. She is a vet. They have got a son. His name is Mark. Mark is my cousin. He is 10 and he is a student. I love my family.

Tapescript (Track 5)

1. *I'm from England.*
2. *You are a student.*
3. *He is at home.*
4. *It's rainy today.*
5. *I'm not from Germany.*
6. *You are not a doctor.*
7. *He isn't at school.*
8. *We aren't at the stadium.*

Tapescript (Track 6)

Pam : Look, Anita, This is my family. This is my father. He is a businessman. And this is my mother. She is a housewife. They live in California, the USA. I miss them.

Anita : And, who is this in the picture?

Pam : My grandfather, Steven. He is retired. And, this is my grandmother, Laura.

Anita : Hmm, who is she?

Pam : She is my mother's sister and she is my aunt, Nena. She is a nurse. And this is my dog Corn.

Anita : Oh! It is lovely.

Pam : Yeah! It's very lovely.

Anita : How many brothers and sisters have you got?

Pam : I'm an only child.

Tapescript (Track 7)

Rita : How do you earn your life, Nick?

Nick : I'm a vet.

Rita : That's a good job.

Nick : And what do you do, Rita?

Rita : I'm a hairdresser, Nick.

Tapescript (Track 8)

1. *I've got a high-tech mobile phone.*
2. *You have got a good English teacher.*
3. *We have got a kitten.*
4. *They've got a big house.*
5. *He has got a brother.*
6. *She's got a lot of friends.*

1C LIVE YOUR DREAM

Tapescript (Track 9)

1. Hello!. My name is Fabio. I'm from Italy. I'm 16 and I'm a student. My favourite sport is football. My dream is to become a famous football player like my hero, Lionel Messi. My brother Pietro is 17. He is very good at basketball. His favourite basketball player is LeBron James.

2. Hi! I'm Aida and this is my twin, Eleta. We are 17. We are from France. Our favourite sports are basketball and tennis. We are in the school tennis club. Our dream is to become famous tennis players like the famous tennis stars, Serena and Venus Williams.

Tapescript (Track 10)

Ivy : Hello, I'm Ivy. I'm forty years old and I'm a doctor.

Ted : Hi, my name is Ted. I'm thirty five years old. I'm a policeman.

John : Hello, I'm John. I'm forty two years old. I'm a pilot.

Alex : Hi, I'm Alex. I'm thirty eight years old. I'm a farmer.

Mina : Hi, my name is Mina. I'm forty one years old. I'm a dentist.

Sam : Hello, I'm Sam. I'm twenty five years old. I'm a waiter.

1D SHOW ME THE WAY

Tapescript (Track 11)

Angel : Excuse me, is there a hospital around here?

Tom : Yes, first of all go straight ahead, take the second left. Walk past the bus stop. The hospital is near the pharmacy on your right.

Angel : Thanks!

Tom : You're welcome.

Tapescript (Track 12)

A : Hi, my name is Hans. I'm a new student from Germany. How can I get to the library?

B : It is very close. Go straight and turn right after the bank. Cross the street and there is the library.

A : Thank you very much.

B : You are welcome.

Theme 2 - MY ENVIRONMENT

2A HOME SWEET HOME

Tapescript (Track 13)

Daven : What is your favourite place in your house?

Elsa : My bedroom.

Daven : What do you have in your bedroom?

Elsa : There is a big wardrobe.

Daven : What do you have in your wardrobe?

Elsa : I hang all my jeans, shirts, dresses. There is a bedside table near the bed. Look! This is the photo of my room.

Daven : Hmm... My wardrobe is smaller than yours. Oh, there is a nice poster on the wall. Do you like posters?

Elsa : Yes, I like posters. I prefer movie posters. What do you have in your bedroom?

Daven : I have a computer on the study desk and I have a lot of books in the bookcase. Is there a computer in your room?

Elsa : No, there isn't. I use my mother's computer when I need. (The bell is ringing.)

Daven : Anyway the bell is ringing. Let's go to the class.

Tapescript (Track 14)

Barney is from the USA. He is in London with Nena now.

Barney : A nice place, Nena.

Nena : My city is big and beautiful. Look, Barney! There is a bookstore between the florist and the butcher on King Street. The flowers are nice and fresh.

Barney : Cool!

Nena : There is a cafe next to the supermarket. It is big.

Barney : Hmm.

Nena : There is a metro station opposite the car park on Pink Street.

Barney : Great, Nena. Where is the clothes shop? I want to buy a sweater.

Nena : Look! It's near the pharmacy. We can go if you want.

Barney : Yes, please. Let's go there and buy a sweater for me.

Tapescript (Track 15)

Martin : Hello, Rey. How is it going?

Rey : Not bad. I'm searching the Net.

Martin : Why?

Rey : You know, I've just moved in and I don't know much about this neighborhood. I'm trying to find where the pharmacy is. I need to buy some medicine.

Martin : I can take you there.

Rey : Oh, thank you.

Martin : What's the matter with you?

Rey : I have the flu. The weather here is a bit colder. For this reason, I'm sick.

Martin : Get well soon, Rey. Let's go to the pharmacy.

Rey : OK, Martin.

Tapescript (Track 16)

(I)	*(i:)*
it	*eat*
live	*leave*
ship	*sheep*
sit	*seat*

Tapescript (Track 17)

beat

dip

heat

peach

sleep

chip

it

seat

live

sheep

2C CITIES

Tapescript (Track 18)

big mall

busy road

beautiful park

tall skyscrapers

clean beach

nice cafe

Theme 3 - MOVIES

3A MOVIES

Tapescript (Track 19)

My name is Sandy and I don't like dramas. They are not my favourite. I think they waste our time. I like comedy movies. I am crazy about them. My mother and I usually go to the movies and watch comedies.

Tapescript (Track 20)

Patsy : Hey Kate! Are you busy tonight?
Kate : No, not at all. I'm not going to do anything. Why?
Patsy : I'm going to watch movies at home. Would you like to come over tonight? I have great movies.
Kate : I think it is a great idea. What types of movies do you have?
Patsy : Do you like comedies or dramas?
Kate : Not, really!
Patsy : What about action movies?
Kate : I don't like action sequences, such as fighting, car chases or explosions.
Patsy : What about documentaries?
Kate : I like watching documentaries.
Patsy : Cool! See you tonight. Goodbye, Kate.
Kate : Goodbye, Patsy. Take care.

Tapescript (Track 21)

A : What are you doing?

B : I'm watching a movie.

A : What kind of movie is it?

B : It's a romantic movie.

A : Well. I'm not into romantic movies because I think romantic movies are not very me.

B : I don't think so. Personally I think, romantic movies are entertaining and I like watching them. I am really into romantic movies.

Tapescript (Track 22)

Steven : How about going to the cinema, Mike?

Mike : Great idea. Shall we watch "The Mummy", Steven? I like horror movies.

Steven : Oh, I don't like horror movies. I find them frightened. Why don't we watch "The Fast and the Furious 7"? I like action movies.

Mike : Oh, it is fast-paced. Let's see. What time does it start?

Steven : Show time is at 6.

Mike : I'll take you at 5.

Steven : OK. See you.

3B MOVIE REVIEWS

Tapescript (Track 23)

T : Good afternoon class.

Ss : Good afternoon teacher.

T : Today we are going to talk about the movies. What type of movie is your favourite, Sam?

Sam : I'm really into comedies because they are not boring. They are fun.

T : What about you, Mandy?

Mandy : Well. I'm not into comedies. The comedies are not my thing. I like horror movies. To me, they are interesting.

T : What do you think about horror movies, Michael?

Michael : I don't like them. I like documentaries because they are exciting and educational. I believe that the documentaries are my thing.

T : What about you, Paul?

Paul : Personally I think, science-fiction movies are exciting. For example, Gravity is great because the scenes are fantastic.

T : Well. I guess it won Oscars in 7 categories last year.

Paul : It is a fantastic movie.

T : If you ask me, all of them are good. I like watching all kinds of movies.

3C ARE YOU A MOVIE ADDICT?

Tapescript (Track 24)

A : Are you in the mood for a movie tonight?

B : Thanks, that sounds nice! I really like to watch a movie tonight.

A : Cool! Let me take you at 8. Bye.

B : Bye.

Tapescript (Track 25)

tree	*think*
cat	*mouth*
ten	*bath*
teacher	*three*

3D FREE TIME

Tapescript (Track 26)

– *What time is it?*
– *What is the time?*
– *Do you have the time?*
– *It's eight o'clock.*
– *It's half past eight.*
– *It's a quarter past eight.*
– *It's a quarter to nine.*
– *It's ten past eight.*
– *It's ten to nine.*

Tapescript (Track 27)

Mother : Oh, Tina. Are you still sleeping? Wake up, please. It's nearly noon.

Tina : Oh, no. Can you tell the time, mum?

Mother : It's twenty past eleven and you are still sleeping.

Tina : Mum, you know I like getting up early but I watched an horror film last night. I went to bed late. So I couldn't wake up early.

Mother : Tina, you have an English lesson at half past two in the afternoon. Be quick.

Tina : OK, mum.

Theme 4 - HUMAN IN NATURE

4B DAILY ROUTINES

Tapescript (Track 28)

- *get up*
- *have a shower*
- *have breakfast*
- *brush teeth*
- *walk to school*
- *have lessons*
- *do sport*
- *do homework*
- *have dinner*
- *wash the dishes*
- *watch TV*
- *go to bed*

Tapescript (Track 29)

Hello! I'm Joe. I love Saturdays. I usually wake up early on Saturday morning. I sometimes watch TV in the morning. In the afternoon, I often go out with my friends. In the evening, I sometimes watch sport on TV. I sometimes read a book in my bedroom. I am always in bed before midnight.

Tapescript (Track 30)

- *on Sunday*
- *every morning*
- *at the weekend*
- *in the evening*
- *every afternoon*
- *on Saturday*
- *in the morning*
- *at seven a.m.*
- *on Friday*
- *at night*
- *every evening*
- *in the afternoon*

Tapescript (Track 31)

Eva : Hi, Tina. How are you?

Tina : Hello, Eva. I'm fine, and you?

Eva : Fine, thanks. Is Martin here?

Tina : Martin? Oh no, he has got a new job. He works in Antarctica now.

Eva : No!

Tina : Yes, he is an engineer at a weather station there.

Eva : Wow! Does he like it?

Tina : Yes and no. He doesn't like the job very much. The people on the weather station all work 6 days a week, but they have 3 months off a year and the salary is good.

Tapescript (Track 32)

Eva : *Hmm, that's good. What about his free time?*

Tina : *Well, you know Martin. He is usually quite active. He never reads a book and he never listens to the radio.*

Eva : *What does he do?*

Tina : *Well, he has a television there, so he usually watches a lot of sports. And he sometimes goes skiing and running, Oh, and he always takes a lot of photos. They're very good!*

Eva : *Right.*

Tina : *And he goes swimming.*

Eva : *In Antarctica?*

Tina : *Well, only on New Year's Day. Everyone goes swimming but only for about a minute!*

Eva : *Do you often talk to him?*

Tina : *No. He rarely phones me but he often sends e-mail.*

Tapescript (Track 33)

Eva : *Hi, Tina. How are you?*

Tina : *Hello, Eva. I'm fine, and you?*

Eva : *Fine, thanks. Is Martin here?*

Tina : *Martin? Oh no, he has got a new job. He works in Antarctica now.*

Eva : *No!*

Tina : *Yes, he is an engineer at a weather station there.*

Eva : *Wow! Does he like it?*

Tina : *Yes and no. He doesn't like the job very much. The people on the weather station all work 6 days a week, but they have 3 months off a year and the salary is good.*

Eva : *Hmm, that's good. What about his free time?*

Tina : *Well, you know Martin. He is usually quite active. He never reads a book and he never listens to the radio.*

Eva : *What does he do?*

Tina : *Well, he has a television there, so he usually watches a lot of sports. And he sometimes goes skiing and running, Oh, and he always takes a lot of photos. They're very good!*

Eva : *Right.*

Tina : *And he goes swimming.*

Eva : *In Antarctica?*

Tina : *Well, only on New Year's Day. Everyone goes swimming but only for about a minute!*

Eva : *Do you often talk to him?*

Tina : *No. He rarely phones me but he often sends e-mail.*

4C LEISURE TIME

Tapescript (Track 34)

Hi, my name is Sheila. I'm 18 years old and I'm from Florida. I am a student at the University of Florida. I am good at sports. I can climb mountains and ski. I can swim and dive. I can even run marathones but I can't ride horses.

Tapescript (Track 35)

- *I bring - he brings*
- *I do - he does*
- *I work - he works*
- *I know - he knows*
- *I try - he tries*
- *I say - he says*
- *I fall - he falls*
- *I catch - he catches*
- *I get up - he gets up*
- *I watch - he watches*

Tapescript (Track 36)

1. Hello, I'm Tom. I'm fifteen years old. I'm a student. I don't like music. I can't sing well.

2. Hi, my name is Renda. I'm from Brighton. I like sports. I'm tall and I can play basketball well.

3. Hello. I'm Alice. I'm sixteen years old. I'm from London. I don't like doing sports. I can't swim and dive.

4. Hi, my name is Martin. I like doing sports. I can ride horses but I can't sing well. Because my voice is not good.

4D NATURAL DISASTERS

Tapescript (Track 37)

Good evening viewers. This is Jim Roberts. A strong earthquake shook Kent. The earthquake measured 4.2 on the Richter Scale. The tremor originated near Sandwich at a depth of 15 kilometers underground at 2.52. Residents in other areas including Margate, Canterbury and Southend-on-Sea in Essex felt the tremor, with some saying that they thought it was a plane crash or a bomb. Kent Police said a number of calls had been received but no injuries or structural damage had been reported.

Theme 5 - INSPIRATIONAL PEOPLE

5A LIVING LEGENDS

Tapescript (Track 38)

Martin is middle-aged. He is middle-height and overweight. He has got dark hair.

Jill is young. She is tall and slim. She is beautiful. She has got long curly brown hair.

Alex is middle-aged. He is middle-height and plump. He is bald. He has got dark skin.

Rita is medium height. She has long straight fair hair. She is pretty.

Tapescript (Track 39)

Angel : Hi Robert. Are you having a good time?

Robert : Not really. I don't know anyone here.

Angel : Do you know Daniel?

Robert : No. Who is he?

Angel : He is over there. He is wearing jeans.

Robert : Is he dancing?

Angel : No, that is Bob. Daniel is standing by the door. He isn't talking to anyone. He is tall and slim. He has got glasses, a beard and a moustache. He has got short, straight, dark hair. Do you know Shila?

Robert : No. Who is she?

Angel : She is next to the table. She is tall and slim. She has long, curly, fair hair. She is good - looking. She has got brown eyes. She is smiling.

Robert : Look at that girl. She has got straight fair hair and blue eyes. She is holding a drink. Who is she?

Angel : She is Kristen. She lives next door to me. Do you know Ted?

Robert : No. Who is he?

Angel : He is wearing a brown jacket. He is tall and slim. He is bald. He has got brown eyes. Do you want me to introduce you?

Robert : OK.

Tapescript (Track 40)

Nina : Who is your favourite movie star?

Deniz : My favourite star is Elsa Wood.

Nina : What does she look like?

Deniz : She is tall and slim.

Nina : Is she beautiful?

Deniz : Yes, she is a very beautiful woman.

Nina : What is she like?

Deniz : She is talented. I think, she is a born star.

Nina : How old is she?

Deniz : I don't know her age but she is young.

Nina : What colour are her eyes?

Deniz : She has got beautiful hazel eyes.

Nina : Cool! What colour is her hair?

Deniz : She has got long straight brown hair. I like her hairstyle very much.

5B BEING FAMOUS

Tapescript (Track 41)

Renda : What do you think about being famous?

Ayşe : In my opinion, it is not good to be famous.

Renda : Why?

Ayşe : I think, too many people always follow you. They want to talk to you and they want to take your photo. It is more difficult to be famous than to be an ordinary person.

Renda : I don't agree with you. It is great to be famous. I believe that, people are always nice to you and you have a lot of money. You know George Watson, don't you? He is my favourite celebrity. Everybody knows him. There are always a lot of people around him. He can buy whatever he wants because he is rich. I think he is the most handsome and the best actor.

Ayşe : I totally disagree! Bob Swan is more handsome than George Watson and is a better actor. Bob Swan is younger than George Watson.

Renda : That's not right! I think vice versa. George Watson is younger than Bob Swan but he is still a great actor. In my opinion he is more outgoing than Bob Swan.

Ayşe : I'm afraid, that is not true. He never talks much during the interviews. Bob Swan is more outgoing than George Watson but they are both very famous and handsome.

Renda : I totally agree. They are both very famous and handsome.

5C MY FAVOURITE CELEBRITY

Tapescript (Track 42)

Nelson : Have you seen the Moon film series?

Ena : Of course, yes! I'm a big fan of Nelly Sun who landed the role of Rita Luis. I think she is talented.

Nelson : I totally agree! She is talented and beautiful with dark hair.

Ena : She wears red contact lenses for her role as Rita Luis. Do you know what colour eyes she has?

Nelson : She has beautiful green eyes.

Ena : Hmm, she is tall and slim.

Nelson : I think she is lucky. Because she is beautiful and successful.

Ena : I agree with you.

5D MY HERO/HEROINE

Tapescript (Track 43)

Interviewer	:	*Good afternoon viewers. Today, we are with the movie production crew. Let's meet them. Hello, could you describe your job? Are you working on a new film?*
Director	:	*Hello, I'm a director. I control the action and dialogues in front of the camera.*
Assistant Director	:	*Hi, I'm an assistant director. I help the director.*
Camera operator	:	*Hi, I'm a camera operator. I run the camera during shooting.*
Boom operator	:	*Hello, I'm a boom operator. I operate the boom microphone.*
Interviewer	:	*Well, what is this?*
Assistant Director	:	*It's a clapperboard. This is usually black and white and placed in front of the cameras at the beginning or end of the each scene. It shows scene number.*
Interviewer	:	*OK. What's that?*
Assistant Director	:	*That's a boom. It's an overhead microphone.*
Interviewer	:	*Who are these people on the stage?*
Assistant Director	:	*They are cast. They act in the movies. They are getting ready for the shot.*
Interviewer	:	*Thank you very much.* *Dear viewers that's all for today. Catch you later!*

Tapescript (Track 44)

looking - doing - reading - talking - wearing - going - sitting - playing

Theme 6 - BRIDGING CULTURES

6A IN A RESTAURANT

Tapescript (Track 45)

Waiter	:	*Hello. Are you ready to order or do you need a few more minutes?*
Dave	:	*I think we're ready... Errr, can I have scrambled eggs on toast, please?*
Waiter	:	*Sure. And you, madam?*
Carol	:	*I'd like a cheese omelette.*
Waiter	:	*OK. Would you like any side orders?*
Dave	:	*Err... yes, chips, please.*
Carol	:	*Not for me, thank you.*
Waiter	:	*And what would you like to drink?*
Dave	:	*I'd like a glass of orange juice, please.*
Carol	:	*A cup of coffee for me, please.*
Waiter	:	*OK. So that's scrambled eggs on glass of orange juice and a cup of coffee.*
Dave	:	*That's right. Thank you.*

6B HAVE A GOOD HOLIDAY!

Tapescript (Track 46)

/w/ sound → where, weather, winter, when

/v/ sound → village, van, very, vase

Tapescript (Track 47)

van, when, very, where, village, winter, vase, weather

6C AT THE AIRPORT

Tapescript (Track 48)

A : Could you help me, please?

B : Of course, how can I help you?

A : Did you hear about the announcement for flight TK1987? Has it cancelled?

B : No, it hasn't cancelled. It has been delayed. The original departure time was 7.15 pm, and it is changed to 8.00 pm.

A : Can you tell me the time?

B : It's 6 pm.

A : Oh, no! That's terrible. I will wait a lot. How can I go to the toilet?

B : Turn left at the corner. It will be straight ahead of you.

A : Oh, thank you.

B : You're welcome.

Tapescript (Track 49)

When you arrive at the airport, you should follow these steps.

- *First, go through the security check. Make sure you take off your metallic objects.*
- *Second, take your boarding pass from the agent and give your luggage.*
- *Next, check the gate number from the departure boards.*
- *After that, wait at the departure lounge until your plane is ready to fly.*
- *Finally, when your flight is announced, you can get on the plane.*

Tapescript (Track 50)

Dear passengers, flight TK 1984 has been delayed. The original departure time was 6.15 p.m. and it is changed to 6.30 p.m. Thank you for your understanding.

Tapescript (Track 51)

Mehmet : Excuse me. Do you have the time?
Stephan : Ten thirty.
Mehmet : Thank you! Where are you flying?
Stephan : To New York. It's a long flight, isn't it?
Mehmet : Oh, that's interesting. I'm flying to New York, too.
Stephan : Well, I feel a bit exhausted.
Mehmet : What's the purpose of your trip?
Stephan : I want to immigrate to the USA one day. I will go and see the social life in the States.
Mehmet : Why do people immigrate to the USA?
Stephan : People immigrate to the USA because there are many job opportunities.
Announcer : This is the last call for flight TK 1453. The plane is ready for the flight. Please, don't leave any bags unattended. Thank you.
Mehmet : Hurry up, the plane will take off in 15 minutes.

Theme 7 - WORLD HERITAGE

7A OLD TIMES

Tapescript (Track 52)

Our cultural and natural heritage sites are very important. Some buildings or places have special importance for everyone because they are the best examples of the world's cultural or natural heritage. In1972, UNESCO adopted the World Heritage Convention. When the countries sign this convention, they promise to protect their natural and cultural heritage. Türkiye has 19 properties on the UNESCO World Heritage List. People all over the world are aware of cultural heritage and try to do everything to protect them when the sites are on the list.

7B HISTORICAL LANDMARKS

Tapescript (Track 53)

The Great Pyramid of Giza is the oldest of the Seven Wonders of the Ancient World. It is the only surviving one of the Ancient World.

It was built as a tomb for the Egyptian Pharaoh Khufu and constructed over a 20 year period. Thousands of workers worked to build it. Firstly, they carried 5 million stone blocks from the cities in Egypt. Secondly, they decided on the place. When they built the Great Pyramid of Giza, it was about 146 meters high. But the strong winds damaged that. It is about 139 meters high now.

Tapescript (Track 54)

/wəz/ sound → Was he here?

/wɒz/ sound → Yes, he was.

/wəz/ It was the first civilization.

/wɒz/ It wasn't interesting.

Tapescript (Track 55)

Where was the museum?

Yes, it was.

There wasn't a castle on the island.

No, it wasn't.

Tapescript (Track 56)

Alison : Where did you go last summer, Carla?

Carla : Well, I went to Hasankeyf in Batman.

Alison : I'm sure, it was a wonderful holiday.

Carla : Certainly.

Alison : What did you do there?

Carla : Firstly, I visited the Old Bridge, the Tomb of Zeynel Bey, and the Rızk Mosque. Let me show you the photos. Secondly, I went hiking.

Alison : Well. How was it?

Carla : It was tiring but amazing.

Alison : That's nice. I would like to go and see there.

Carla : If you want, we can go there soon.

7C I CAN CLEARLY REMEMBER THOSE DAYS

Tapescript (Track 57)

Leon : Hi, Torn. What's up? Long time no see!

Torn : Fine, Leon. What's up with you?

Leon : Not bad.

Arthur : Hello my friends. You seem to be looking for something.

Torn : Yeah, I want to hear some live music.

Arthur : Live music? Oh, I'm surprised. As far as I remember, you weren't interested in music.

Leon : I can clearly remember that you weren't interested in music.

Torn : You are right. I wasn't interested in music but now I like it.

Arthur : Great! There are lots of bands here on the 7th street!

Leon : Oh, yes. "The Purple" is my favourite.

Torn : Would you like to come with me?

Arthur : I'd like to, but I can't. I'm going to go shopping. Thank you.

Leon : Sorry, but I can't either. I'm going to visit my brother. Catch you later.

Torn : Bye.

Arthur : Bye.

7D NEVER GIVE UP HOPE!

Tapescript (Track 58)

As far as I can remember I was seven or eight. I can clearly remember that day. I was going on holiday with my family. First of all, I had a big breakfast with my parents. My mother had made my favourite pancakes for me. As soon as I had finished my breakfast, I went upstairs to get dressed. Then, we carried our suitcases and we got on the car. I was sure everything was okay. But then, I noticed that something was wrong. I had left my purse at home. I told that to my mother. I was so unhappy that my tears were flowing from my eyes. My mother smiled and gave me a handkerchief. She wiped my tears and told me, "Don't worry, honey. I have enough money with me. You can spend your pocket money on your next semester holiday." In the end, I felt relaxed and enjoyed the day dreaming of the semester holiday I was going with my family.

Tapescript (Track 59)

Police officer : Can I ask you a few questions?
Witness : About what?
Police officer : We are looking into a robbery that happened at the supermarket next to your house.
Witness : I hope I can help you.
Police officer : Were you at home?
Witness : Yeah, I was at home.
Police officer : Could you tell me what you were doing at the time of the robbery?
Witness : Yes, I was looking after my little sister because my parents were at the cinema. My sister was sad and she was looking forward to seeing my parents again. We were playing games and I heard a loud crash.
Police officer : Could you tell me what happened next?
Witness : I looked at the street and the supermarket's door was open.
Police officer : Did you see anyone?
Witness : No, I didn't. The robber escaped.
Police officer : Did you look at the watch to see what time it was when you heard the noise?
Witness : As far as I can remember, it was 10.30 pm.
Police officer : Thank you for the information.

Tapescript (Track 60)

Tina : Did you see the documentary on TV about the Hanging Gardens of Babylon last night?
Maya : Yeah, and you?
Tina : Unfortunately, no because there were a lot of guests at my home and I helped my mother. I didn't see it. Can you tell me what happened?
Maya : Nothing interesting. As far as I remember, there were huge, beautiful gardens full of plants and flowers.
Tina : Well, you are right. I have read a book about the Seven Wonders of the Ancient World.
I can clearly remember that, they were built for a king's wife because she was sad and missed her homeland.
Maya : Absolutely right.
Tina : I'm gonna watch it on the Net.
Maya : Enjoy it.

Tapescript (Track 61)

/d/ sound → arrived, preferred
/t/ sound → booked, watched
/ɪd/ sound → wanted, visited

Tapescript (Track 62)

decided, listened, hated, washed, hoped, enjoyed

Tapescript (Track 63)

TROY

Troy was an ancient city in northwestern Türkiye. It was the capital of the region of Troad and was the home of the king, his family and his officials. The king's palace was at the centre of the city and there was a large temple, a large marketplace, and houses nearby. There were also workshops to make clothes and to work metal and pottery. It was a busy city and its narrow streets were full of people. Hundreds of traders, farmers and other workers had small mud houses outside the city wall. In the 12th century BC, it was the scene of one of the most famous wars in history, the Trojan War.

Theme 8 - EMERGENCY AND HEALTH PROBLEMS

8A WHAT'S THE MATTER WITH YOU?

Tapescript (Track 64)

Patient : Hello, Dr. Luke!
Doctor : Hello, Nancy. How are you?
Patient : I'm not well. I have got a rash on my neck.
Doctor : Let me see it.
Patient : It's very itchy. I scratch it but it doesn't go away. What should I do?
Doctor : It looks red. I will prescribe a lotion for you. You should apply it on your rash once a day.
Patient : Should I do anything else?
Doctor : Don't scratch it, please. And you shouldn't stay in the sun too long.
Patient : Thank you so much.

8B ARE YOU ALLERGIC TO ANYTHING?

Tapescript (Track 65)

Rising intonation

Is that the new doctor?
Do you like living in England?
Have you lived there a long time?
Did you visit your uncle last month?

Falling intonation

Where is the nearest hospital?
Where are you going to stay on your holiday?
When did he arrive last night?
How long has she lived in this country?

Tapescript (Track 66)

How can I help you?

What's wrong with you?

Do you have a fever?

Are you injured?

Where is the nearest hospital?

Is that the new doctor?

8C ACCIDENTS

Tapescript (Track 67)

A : Did you watch the documentary about first aid last night?

B : No, I didn't. I missed it. What did you learn?

A : It was very useful. I learned about how to help people in an emergency. For example, if a person bleeds, don't make a tourniquet. Tourniquets aren't used anymore because they can cause too much damage to tissues.

B : Oh, I didn't know this. What else? What should we do?

A : First, put direct pressure on the cut, then cover it with a cloth and hold it tightly.

B : Oh, I understand. Thank you.

Tapescript (Track 68)

A : Oh, I have a terrible headache.

B : You should take a painkiller and you should see a doctor.

8D EMERGENCY

Tapescript (Track 69)

The Presenter : Hello viewers! Today, we are with a civil defense expert. He informs people about what to do during an earthquake. Welcome, Mr. Hill. We are going to talk about earthquake today. The first question is: What should we do in the event of an earthquake?

Tapescript (Track 70)

The Presenter : Hello viewers! Today, we are with a civil defense expert. He informs people about what to do during an earthquake. Welcome Mr. Hill. We are going to talk about earthquake today. The first question is: what should we do in the event of an earthquake?

Mr. Hill : I think we should get ready before the earthquake.

The Presenter : You mean we should be prepared for an earthquake.

Mr. Hill : Exactly.

The Presenter : How?

Mr. Hill : Firstly, you should prepare a survival kit for yourself.

The Presenter : What should we have in it?

Mr. Hill : Some water and food. Also, you should have some money, a flashlight, a radio with extra batteries and personal documents like ID cards.

Tapescript (Track 71)

The Presenter : Alright, Mr. Hill. What should we do during an earthquake?

Mr. Hill : First of all, stay calm. Secondly, you should take shelter under a table if you are indoors. And then, drop down and cover your head and neck. Hold on to protect yourself from the objects falling down. When you are outdoors, stay away from the buildings, trees and power lines.

Theme 9 - INVITATIONS AND CELEBRATIONS

9A PARTY TIME

Tapescript (Track 72)

Mina : Hello, Jess. It's Mina.

Jess : Hi, Mina. How is it going?

Mina : Everything is OK. I'm going to throw a party on Saturday evening.

Jess : Can you repeat? I didn't understand.

Mina : I'm going to throw a party. Would you like to join us?

Jess : Nice, Mina. What type of a party are you going to throw?

Mina : It will be a birthday party, Jess.

Jess : That sounds nice. Where are you giving the party, Mina?

Mina : At home. And it is starting at four o'clock.

Jess : I'll be there. See you.

Mina : Thanks, Jess. See you then.

9B ORGANIZING A PARTY AND SHOPPING

Tapescript (Track 73)

A : Can I have a kilo of tomatoes and bananas?

B : Of course. Here you are. Anything else?

A : Do you have any meat?

B : No, we don't sell it.

A : OK. How much will I pay for tomatoes and bananas?

B : For tomatoes $1 and for bananas $2. Hmm, they are $3 altogether. How will you pay?

A : I will pay by credit card.

B : The POS machine is out of order.

A : Oh, that is bad. What time are you open?

B : We are open from 8 a.m. to 10 p.m.

A : I can pay it after school if it is fine for you.

B : That's not a problem.

Tapescript (Track 74)

Could you open the door?

Could you help me?

Would you like a cup of tea?

Would you mind calling him?

9D CULTURAL DIFFERENCES

Tapescript (Track 75 - page 128)

Nelson : Hi, Kate. It's Nelson calling. Let's throw a surprise party for Roy to celebrate his new job

Kate : Great idea. When?

Nelson : Is this Friday OK?

Kate : I'm sorry, I can't make it. I'm going to visit my grandparents on this day.

Nelson : What about next Friday?

Kate : OK. That would be great. Shall I bring anything?

Nelson : I'm going to prepare the food and drinks. Would you mind ordering a cake?

Kate : All right, I will do that. I think he will be really happy.

Tapescript (Track 76)

George : Hello. George is speaking.

Lisa : Hey George, it is Lisa calling. Is Jackson in?

George : I didn't understand. Can you speak slowly, please?

Lisa : Can I talk to Jackson?

George : Just a second, I'll call him.

Jackson : Hi Lisa.

Lisa : Hi! What's up?

Jackson : Not bad.

Lisa : Long time no see. Are you busy?

Jackson : No. Why?

Lisa : Let's go to the cafe, what do you think?

Jackson : I like that idea. Let's do that.

Lisa : OK. See you this afternoon.

Theme 10 - TELEVISION AND SOCIAL MEDIA

10A WHAT'S YOUR FAVOURITE TV PROGRAM?

Tapescript (Track 77)

Renda : What are you up to, Hena?

Hena : I'm trying to find the Channel X. My favourite TV series is about to start but there is something wrong with the channel.

Renda : Chill out! What's your favourite TV series?

Hena : It is "Criminal Minds." You know it?

Renda : Not much. What's it about?

Hena : Don't you know it? It's about crime. It's been very popular and it has been on television since 2005. Many people love to watch it.

Renda : That seems interesting.

Hena : Let's watch together.

Renda : Sorry, I can't. I'm beat and I have to wake up early tomorrow.

Tapescript (Track 78)

Interviewer : *Good evening ladies and gentlemen. Welcome to today's talk show! Today, our guest is Felix Warremann. He is a professional Italian animator. Hi, Felix! Welcome to our program. You are a successful animator. We'd like to get to know you better. Can you tell us a little about yourself?*

Felix : *Thank you for inviting me. I'm happy to be here. Well... I was born in Italy. I was interested in art. Then I studied in art. I studied at NABA (Nuova Accademia di Belle Arti) in Milano. In 1997, I graduated from the university. And I started 3D animation online school in 1998.*

Interviewer : *When did you come here?*

Felix : *I moved to the USA in 2000. Then I worked in Harry Potter I in 2001. I made animations for Ice Age II in 2006. And then, I worked in Frozen in 2010.*

Interviewer : *Wow! You worked for the best. Then?*

Felix : *I taught 3D animation online. I helped students to have a career in animation.*

Interviewer : *What are you working on now?*

Felix : *I'm composing some music for short films.*

Interviewer : *Hmm... You are also interested in making short films, aren't you?*

Felix : *Yeap! I'm also interested in making short films.*

Interviewer : *You are very hardworking and successful person. Well... It's time for a commercial. Let's have a break.*

10B ARE YOU A COUCH POTATO?

Tapescript (Track 79)

William : *I have two tickets for the soccer match between South Gate and Saxon. Would you like to come with me, Rick? It's in the city stadium.*

Rick : *Oh, I guess it's better to go, William.*

William : *Do you think Ted would like to join us?*

Rick : *No way! He is a real couch potato. He just watches TV and eats junk food.*

10C ADVANTAGES AND DISADVANTAGES OF TV

Tapescript (Track 80)

Presenter : *Good afternoon viewers. This is Laura Johnson. Today, we are talking about the TV habits of teenagers. We are hosting Abby Green in this program. Well, Abby, thanks for coming to our program. I will ask you some questions about your TV habits.*

Abby : *OK.*

Presenter : *Let me ask you the first question. Do you like watching TV?*

Abby : *Yes, I do.*

Presenter : *How many hours do you spend watching TV every day?*

Abby : *Hmm, let me think. I spend about six hours in front of TV but it gets a little longer at the weekends.*

Presenter : *But it wastes your time. OK. Here is the next question: What kind of programs do you prefer watching?*

Abby : *Umm, I usually watch TV series but I especially like quiz shows.*
You know people try to answer the questions to win. Those kinds of things.

Presenter : *Well, just a final question: Do you think TV can motivate you to read more?*

Abby : *Absolutely! After watching a quiz show, I want to learn about the subject and I read books or search the Net. I can be more interested.*

Presenter : *Well thank you for answering honestly.*

Tapescript (Track 81)

/d/ sound - decide, kind, idea, friend

/ð/ sound - this, with, other, weather

Tapescript (Track 82)

kind, weather, those, mother, with, this, idea, friend, there, decide

10D PLEASE, DON'T INTERRUPT ME!

Tapescript (Track 83)

Moderator : Good evening our viewers. This is Amy Brown. Today, we are talking about the effects of social media. Here are our guests, Mr. Claus, Mr. Watson and Mrs. Luke.
Hello, Mr. Claus. What do you think about the effects of social media?

Mr. Claus : Well, I think social media has become a part of our life.

Mrs. Luke : Sorry to interrupt that, as a part of our life, social media has bad and good effects.

Mr. Claus : Please, don't interrupt me, Mrs. Luke.

Mrs. Luke : Oh, sorry.

Moderator : Please go on, Mr. Claus.

Mr. Claus : Well, we usually keep in touch with our friends. That's fun.

Moderator : Do you have anything to say about this, Mr. Watson?

Mr. Watson : I couldn't agree more. You can do lots of other things instead of social media. For example you can call your friends.

Mrs. Luke : Can I add something here?

Moderator : Certainly, Mrs. Luke.

Mrs. Luke : We usually get online. It's not a healthy life. It makes us have a lack of movement.

Mr. Claus : No way! I think social media has a good impact. It also makes us relax.

Mrs. Luke : No chance!

Mr. Watson : I agree with you, Mrs. Luke.

Moderator : Umm, we can conclude that social media has good and bad effects on our life. Thank you for coming and answering honestly.

VOCABULARY

Theme 1
actor
adventure
again
aunt
brother
catch
chef
cousin
cross
dentist
direction
doctor
engineer
father
friend
grandfather
grandmother
holiday
improve
know
language
meet
mother
retired
sick
sister
son
speak
stay
straight
street
student
success
teacher
traditional
treat
uncle
vet
weather

Theme 2
bathroom
bedroom
bookcase
carpet
credit card
cupboard
different
dining room
discount
dishwasher
environment
extremely
fridge
garage
grocery
house
independent
kitchen
living room
meat
merchandise
neighborhood
pay
pharmacy
pillow
prefer
search
sell
sofa
store
towel
traditional
wardrobe

Theme 3
action
assistant director
boom
boom operator
cast
clapperboard
couch potato
crew
director
documentary
educational
entertaining
frightening
hang out
horror
idea
invite
mood
movie
movie trailer
opinion
production
review
science fiction
star
wake up
win

Theme 4
always
avalanche
backwards
damage
desert
drought
earthquake
feather
flood
forest
hunt
jaw
length
muscle
pet
prevent
routine
savannah
scale
seldom
sharp
sometimes
tail
tornado
tsunami
tuft
usually
weight
wild
wing

Theme 5
actor/actress
brave
celebrity
clever
dependable
famous
fantastic
generous
handsome
hero/heroine
hit
idol
openhanded
polite
self-conscious
talent

Theme 6
advise
although
announcement
boarding
boarding pass
cancel
delay
departure
departure board
departure lounge
ferris wheel
flight
gate
get off
get on
historical
however
passenger
security
sightseeing
suggest
though

Theme 7
ancient
build
carry
construct
destroy
king
live music
mausoleum
pharaoh
pyramid
robber
robbery
select
statue
structure
tomb
transport

Theme 8
allergie
bleed
burn
emergency
faint
fever
headache
health
hurt
injection
itch
painkiller
patient
prescription
rash
runny nose
scratch
sore throat
sprain
symptom
temperature
toothache

Theme 9
beverage
broomstick
celebration
costume
festival
gift
goblin
graduate
graduation
guest
invitation
invite
organize
wedding

Theme 10
beat
chill out
anchorman
commercial
prime time
on air
interview
suitable
motivate
screen

IRREGULAR VERBS

IRREGULAR VERBS	Past tense	Past participle
be	was/were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
leave	left	left
lead	led	led
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

REFERENCE

TEACHER'S NOTES

TEACHER'S NOTES